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ABSTRACT

The report describes the activities of the Bureau of Education for the Handicapped (BEH), and state and local education agencies during the first year of the implementation of Public Law 94-142 (Education for All Handicapped Children Act). The report includes findings from relevant studies and court cases, data provided by states in their Annual Program Plans, and information gathered by members of the staff of the Division of Assistance to States during their monitoring activities. The information was organized around the following six questions which serve as the chapters: "Are the Intended Beneficiaries Being Served?", "In What Settings Are Beneficiaries Being Served?", "What Services Are Being Provided?", "What Administrative Mechanisms Are in Place?", "What Are the Consequences of Implementing the Act?", and "To What Extent is the Intent of the Act Being Met?". About half the report consists of appendixes including the BEH notes and study review, the evaluation plan for the Education for All Handicapped Children Act, the special studies funding history, and extensive tables of data obtained primarily from child counts and states' Annual Program Plans. (PHR)

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Progress Toward a Free Appropriate Public Education

A Report to Congress on the Implementation of Public Law 94-142: The Education for All Handicapped Children Act

PREPARED BY THE
STATE PROGRAM IMPLEMENTATION STUDIES BRANCH
OF THE BUREAU OF EDUCATION FOR THE HANDICAPPED,
U.S. OFFICE OF EDUCATION

JANUARY 1979

EC120108

U.S. Department of Health, Education, and Welfare
Joseph A. Califano, Jr., Secretary
Mary F. Berry, Assistant Secretary for Education

U.S. Office of Education
Ernest L. Boyer, Commissioner

Foreword

Public Law 94-142 amending the Education of the Handicapped Act represents the most important legislation for the handicapped ever passed. With its passage, the United States committed itself to a national purpose of assuring that a "free appropriate public education" would be available to all handicapped children. Since P.L. 94-142 was passed in 1975, the Bureau of Education for the Handicapped has been responsible for developing regulations and administering the Act.

One of the Act's provisions calls for the submission to the Congress, beginning this year, of an annual progress report. Thus the following pages describe activities conducted by the Bureau as well as by the State and local educational agencies during the first year of P.L. 94-142's implementation. While it is too early to say that all of the participating agencies have fully implemented all aspects of the Act, the amount of activity generated by the Act suggests that the commitment to achieving the goal of a free appropriate public education for all handicapped children is strong.

Consonant with its administrative responsibilities, the Bureau has established clear-cut, constructive monitoring and evaluation procedures, together with a wide range of technical assistance, teacher training programs, media and materials development, and research dissemination activities. This is not to say the efforts to implement P.L. 94-142 have been universally welcomed. In the great majority of circumstances, however, the problems encountered relate to complicated issues for which there are no easy solutions -- historic patterns of no available programs or conflicts between Federal and State practices and procedures, for example. Nonetheless, Federal and State education officials have forged close and successful relationships with teachers and school administrators across the country, and together they are bringing about a revolutionary advance in the education of our nation's handicapped youngsters.

Edwin W. Martin
Deputy Commissioner
Bureau of Education for
  the Handicapped
January 1979

3

Preface

When the Bureau of Education for the Handicapped was first given responsibility for evaluating implementation of P.L. 94-142, it established a new branch especially for this activity. Designated the State Program Implementation Studies Branch (SPISB), this unit of the Bureau's Division of Innovation and Development has developed the evaluation plan described in Appendix B and supported the studies described in Appendix C. The SPISB staff, headed by Mary Kennedy, also assists the Commissioner in preparing the required annual reports to the Congress, of which this report is the first. The contents of this report include findings from relevant studies and court cases, data provided by States in their Annual Program Plans, and information gathered by members of the staff of the Division of Assistance to States during their monitoring activities. That wide array of information was then organized around six questions which constitute the six chapters of this report. Contributions to the report have come from Louis Danielson, Kathleen Fenton, Linda Morra, and Pat Morrissey, as well as Mary Kennedy. The Bureau's Division of Media Services provided invaluable assistance in editing the report.

Contents

Page

Foreword.................................... iii

Preface..................................... v

Executive Summary........................... 1

Introduction................................ 7

1. Are the Intended Beneficiaries Being Served?................................... 9

2. In What Settings Are Beneficiaries Being Served?............................. 31

3. What Services Are Being Provided?.......... 49

4. What Administrative Mechanisms Are In Place?.................................... 67

5. What Are the Consequences of Implementing the Act?.................................. 87

6. To What Extent Is the Intent of the Act Being Met?............................... 101

References.................................. 117

Appendices

A. BEH Data Notes and Study Review........... 129

B. Evaluation Plan for the Education for All Handicapped Children Act (Public Law 94-142)............................... 145

C. Special Studies Funding History........... 153

D. Tables.................................... 157

Figures

Page

1.1 Distribution of Children Served by Handicapping Condition, School Year 1977-78 10

1.2 Change in Percent of Handicapped Children Served from School Year 1976-77 to 1977-78 11

1.3 Change in Total Counts of Handicapped Children Under P.L. 94-142, October 1976 to February 1978 13

1.4 Mentally Retarded Children Served as a Percentage of School-Aged Population, School Year 1977-78 14

1.5 Emotionally Disturbed Children Served as a Percentage of School-Aged Population, School Year 1977-78 15

1.6 Percentage of Children Served Relative to Various Prevalence Estimates 16

1.7 Potential Number of Unserved Children in 15 States, School Year 1977-78 25

2.1 Training and Dissemination Activities Related to Least Restrictive Environments That Were Projected by States for School Year 1977-78 35

2.2 Environments in Which School-Aged Handicapped Children Were Served During School Year 1976-77 36

2.3 Environments in Which Preschool Handicapped Children Were Served During School Year 1976-77 37

2.4 Environments in Which 18-21-Year-Old Handicapped Children Were Served During School Year 1976-77 38

3.1 Average Number of Handicapped Children Served Per Special Education Teacher During School Year 1976-77 52

3.2 Supply of Beginning Teachers by Area 53

3.3 Unfilled Teacher Positions, Fall 1977 54

3.4 Special Education Teachers Available and Needed by Type of Handicapping Condition of Child Served................ 55

3.5 School Staff Other Than Special Education Teachers Available and Needed............ 57

3.6 Inservice Training Supported by the Personnel Preparation Program During Fiscal Years 1976-79...................... 60

3.7 Number of Individuals To Receive Inservice Special Education Training During School Years 1976-77 to 1979-80.... 61

3.8 Number of Individuals To Receive Inservice and Preservice Training Supported by the Handicapped Children's Early Education Program, School Years 1976-77 to 1979-80........................ 62

3.9 Training and Dissemination Activities Related to Individualized Education Programs Projected by States for School Year 1977-78...................... 64

4.1 States Visited for Program Administrative Reviews During School Years 1976-77 and 1977-78.................................. 74

4.2 The BEH Program Administrative Review Procedure................................ 75

4.3 State Status in Administering P.L. 94-142 Following 1977-78 Program Administrative Reviews.................................. 83

5.1 Training and Dissemination Activities That Were Projected by States for School Year 1977-78............................. 94

5.2 Time of Receipt of Annual Program Plans and Award of Funds Under P.L. 94-142 for Fiscal Year 1978......................... 97

6.1 State Grant Awards Under P.L. 94-142 for Fiscal Years 1977-79...................... 110

6.2 Contributions of Part B Funds Relative to State Funds for Education of Handicapped Children................................ 114

7

Tables

1.1 State Statutory Responsibilities for the Education of Handicapped Children.......... 20

1.2 Comparison of Data Bases: Children Served Under P.L. 89-313 and 94-142 as a Percentage of 1975 Census Estimate of Total Population Aged 5-17 and as a Percentage of 1976 Count of Total Enrollment................................ 22

4.1 Program Administrative Review Variables... 75

4.2 Provisions in P.L. 94-142 Ranked by Degree and Perceived Difficulty of Implementation........................... 81

5.1 Average Excess Cost Per Student for Each Categorical Program in Colorado........... 98

5.2 Estimated Excess Costs for Serving Four Categories of Children in Colorado........ 100

6.1 Federal Appropriations Under P.L. 94-142.. 112

8

Executive Summary

This is the first of a series of Annual Reports to Congress on progress in the implementation of P.L. 94-142, the Education for All Handicapped Children Act. The Act calls for reports to be delivered to the Congress each January. This report describes activities occurring during the year preceding the effective date of the Act (school year 1976-77) as well as during the first year of implementation (school year 1977-78). Highlights of the report are organized by chapters.

Chapter One: Are the Intended Beneficiaries Being Served?

- About 3.6 million handicapped children were served under P.L. 94-142 and approximately 200,000 handicapped children were served under P.L. 89-313 during the 1977-78 school year.

- States served 7.4 percent of the nation's school-aged population as handicapped; however, States varied in their proportion served from 5.2 percent to 11.5 percent.

- Previous estimates of the prevalence of handicapped children indicated that approximately 12 percent of the school-aged population were handicapped. This would mean about 5.5 million school-aged children are the expected target for services. The estimate of 7 to 8 million handicapped children used by Congress includes children in the 3-5 and 18-21 age ranges, where services are not mandated under the law.

- The department has adopted a goal of improving child identification practices to insure that unserved children are located and served.

Chapter Two: In What Settings Are Beneficiaries Being Served?

- P.L. 94-142 requires handicapped children to be placed in the least restrictive environment commensurate with their needs.

- State Annual Program Plans indicated that extensive training in the principle of least restrictiveness would be provided to parents and teachers, as well as to a variety of other school personnel.

- The predominant placement for handicapped pupils during the 1976-77 school year was the regular classroom with auxiliary services.

- There still is a need for school systems to develop more options for placements of handicapped children and to alert their staffs to the availability of these options.

Chapter Three: What Services Are Being Provided?

- P.L. 94-142 requires provision of special education and related services (such as transportation or support services) to handicapped children. Because of the variety of handicapping conditions children may have, the array of possible services needed is broad.

- The average teacher/child ratios during the 1976-77 school year ranged from 1:44 for speech-impaired children to 1:10 for deaf or hard of hearing children.

- States may need as many as 85,000 new special education teachers in the next 2 years to provide adequate services to all handicapped children, but universities are currently producing only 20,000 such teachers each year.

- The Personnel Preparation Program, which provides support for training special education teachers, is increasing its support of in-service training both for special education teachers and for regular education teachers.

Chapter Four: What Administrative Mechanisms Are in Place?

- The U.S. Office of Education has completed development of regulations, a monitoring system, and an evaluation program.

- Interagency agreements have been developed with the Office of Child Health, the Bureau of Community Health Services, Rehabilitation Services Administration, the Bureau of Occupational and Adult Education, the Public Services Administration, the Administration for Children, Youth, and Families, and the Office for Civil Rights.

- As part of Program Administrative Reviews, 26 States and territories were visited during the 1976-77 school year and 27 were visited during the 1977-78 school year. During the first year, State activities were reviewed for compliance with P.L. 93-380 and for readiness to implement P.L. 94-142 amendments. During the second year, State compliance with P.L. 94-142 was determined.

- Although State activities have been enormous, two problems continue to exist. First, many States have had difficulty establishing systems by which to monitor implementation in local agencies. Second, many State educational agencies have had difficulty establishing relationships with other State agencies which serve handicapped children. The Act requires the State educational agency to oversee educational programs provided by all agencies.

- When Bureau monitoring visits determine that problems exist, States are required to develop corrective actions and are given deadlines by which these actions must be completed.

Chapter Five: What Are the Consequences of Implementing the Act?

- Both State and local educational agencies are developing management information systems to keep track of handicapped children and personnel assignments.

- Special and regular education teachers and administrators, as well as parents, have devoted more time to identifying children's needs, developing individualized education programs, and determining the optimal placements for handicapped pupils.

- The current allocation formula provides local agencies with flexibility to increase those services that are most needed in their jurisdiction.

Chapter Six: To What Extent Is the Intent of the Act Being Met?

- Given that the Act has only been in effect for one school year, a great deal of activity has occurred.

- Federal appropriations have increased from $315 million in FY 1977 to $804 million in FY 1979, thus providing States with a large increase in financial assistance to meet the goals of the Act.

- Many of the problems that were expected to impede implementation are being resolved.

- States must increase their efforts to find undiagnosed handicapped children and provide them with the services they need.

Introduction

In November of 1975, Congress passed the Education for All Handicapped Children Act (Public Law 94-142), thereby mandating that by September 1, 1978, all school-aged handicapped children in the United States be assured "a free appropriate public education." The Act specifies a number of activities that schools must engage in to ensure that handicapped children receive the rights they have been guaranteed. Thus, it requires that specialists be called upon to evaluate the children's special needs and determine the most appropriate educational environment for these children; that an individualized education program be developed for each child identified as needing special education or related services; that the schools notify parents of findings concerning their children and include parents in the process of making decisions regarding how and in what circumstances their children will be educated; and that an opportunity for a hearing be provided to a parent who is dissatisfied with the school's decision. Further, the Act asks that, to the extent that it is in the child's best interest, each handicapped child be educated with nonhandicapped children.

The Bureau of Education for the Handicapped has been given responsibility for administering this new law and for evaluating progress in its implementation, thereby broadening the work the Bureau has been carrying on since its establishment in 1967. The Bureau has supported research, professional training, educational technology, and the development of educational services for handicapped children. Today, the Bureau's programs in these areas are conducted as part of a synchronized whole, blended in such a way as to support and strengthen the goals and requirements of P.L. 94-142.

With the new law came a requirement for a series of annual reports on progress in its implementation, to be submitted to the Congress each January. This is the first report in the series. It describes activities occurring both during the 1976-77 school year -- the year preceding the effective date of the Act -- and during the 1977-78 school year, the first year of implementation.

The report consists of six chapters, each addressing a single question about implementation. Chapter One asks "Are the intended beneficiaries being served?" The response indicates that nearly four million children are benefiting from the Act -- fewer than had been anticipated -- and describes a major administrative initiative to find handicapped children who have not yet been identified. The second chapter asks "In what settings are beneficiaries being served?" and demonstrates that the majority of handicapped children have been placed in regular classrooms. The third chapter asks "What services do beneficiaries receive?" and describes not only the teacher-child ratios currently in place but also training activities designed to increase the availability of qualified teachers and support staff. In the fourth chapter, which poses the question, "What administrative mechanisms are in place?", both Bureau and State administrative activities are described. These activities have been extensive. Chapter Five asks "What are the consequences of implementing the Act?", and describes a range of both problems and solutions observed in local agencies as they endeavor to meet the several provisions of the Act. Finally, Chapter Six asks "To what extent is the intent of the Act being met?" Here, the problems and progress described in earlier chapters are reviewed and summarized relative to the goals of the Act.

These six questions reflect the concerns expressed by the Congress when the Act was being shaped, and by thousands of thoughtful handicapped persons, parents of handicapped children, educators, and concerned citizens. They will provide the framework for this and future annual reports to the Congress.

1. Are the Intended Beneficiaries Being Served?

Part B of the Education of the Handicapped Act, as amended by P.L. 94-142, is designed to assure that all handicapped children are located and provided with a "free appropriate public education." States must assure the Office of Education that they have located and are serving all eligible children. They must also appropriately evaluate children, so that not only are all handicapped children served, but that P.L. 94-142 funds are used to serve only handicapped children. "Handicapped children," as defined by the P.L. 94-142 regulations, refers to those children who are evaluated in accordance with procedures specified in the regulations and who, as a result, are found to be mentally retarded, hard-of-hearing, deaf, speech impaired, visually handicapped, seriously emotionally handicapped, orthopedically impaired, deaf-blind, multihandicapped, other health impaired or specific learning disabled, and are in need of special education or related services.

Children Receiving Services in School Year 1977-78

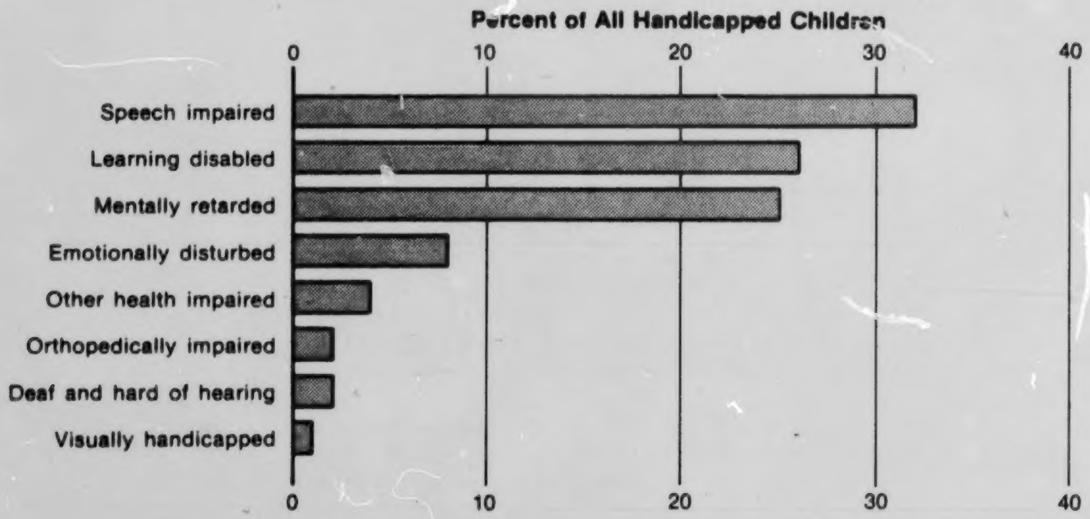
The allocation of P.L. 94-142 funds has been based on the average of two separate State counts of handicapped children -- one conducted on October 1 and the other on February 1 of the prior school year. Recently, Congress amended the Act (P.L. 95-561) so that States would count children served only once each school year, on December 1. This amendment should reduce paperwork for States, while still providing the Federal agency with an accurate count by which to allocate funds.

For school year 1977-78, the average of the two counts indicated that approximately 3.6 million handicapped children were receiving special education and related services. In addition, more than 200,000 handicapped children were counted under a separate Act -- P.L. 89-313, State Operated Programs for Handicapped Children -- thus bringing the total count of children served to 3.8 million. The children served by these two programs fall predominately into three categories: speech impaired, learning disabled, and mentally retarded. The distribution of children by the nature of their disability is shown in Figure 1.1.

Together these two programs supported services for over 55,000 more handicapped children during the 1977-78 school year than during 1976-77. In Figure 1.2, the change in the number of handicapped children counted under each of these two laws from 1976-77 to 1977-78 is displayed as a percent of school-aged children. The figure indicates that although some States significantly increased the number of handicapped children served, the performance of many States remained constant and some -- several of the States in the western region, for example -- even decreased slightly. Many of these decreases may have been due to the new requirement for individualized education programs (IEPs), which, under P.L. 94-142, must have been prepared by the time of the October 1, 1977 count. If States were unable to prepare IEPs for all of their handicapped children, they could not count

See Appendix D, Table D-1.1

Figure 1.1 **Distribution of Children Served by Handicapping Condition, School Year 1977-78**[1]



[1] The data displayed include handicapped children counted under Public Laws 89-313 and 94-142.

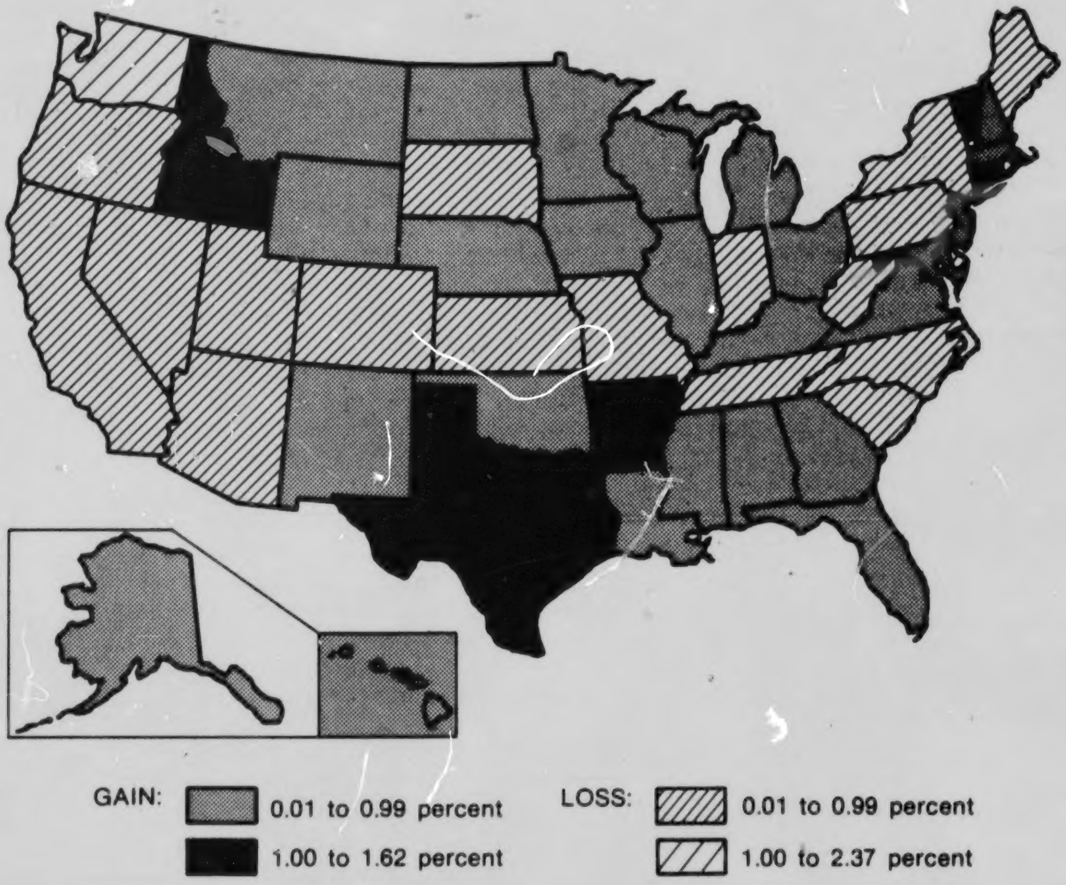
those children. Figure 1.3 shows overall changes in counts at each time children were counted. For school year 1978-79, these early implementation problems should be alleviated, so that the new counts will reflect all children receiving services.

State Variation in the Number Served

Considerable variation exists among the States in the percent of their school-aged population served as handicapped. Utah reports serving over 11 percent of the school-aged population as handicapped, for example, while Wisconsin reports less than

See Appendix D, Table D-1.2

Figure 1.2 Change in Percent of Handicapped Children Served From School Year 1976-77 to 1977-78[1]



[1] The data displayed include handicapped children counted under Public Laws 89-313 and 94-142.

5.2 percent. State variations in the percent of children served occur not only for the total handicapped population, but also for particular categories of handicapping conditions. For example, Figure 1.4, indicating State variation in the percent of children served for mental retardation, shows that the southeastern States tend to serve the greatest proportions of such children, while States in the west tend to serve the smallest proportions. In contrast, Figure 1.5 -- indicating the proportions of children served for severe emotional disturbance -- shows that only Utah and Delaware are serving a proportion of such children that matches the current prevalence estimates. The service rates for emotionally disturbed youngsters range from 0.01 percent in Mississippi to 3.1 percent in Utah, so that emotionally disturbed children in Utah are substantially more likely to receive the special services they need than similar youngsters in Mississippi. There are a variety of reasons why such discrepancies could occur; however, a likely explanation in this case is that Utah has an excellent special education reimbursement program. Utah reimburses for services and allows school districts to organize programs to meet the needs of children.

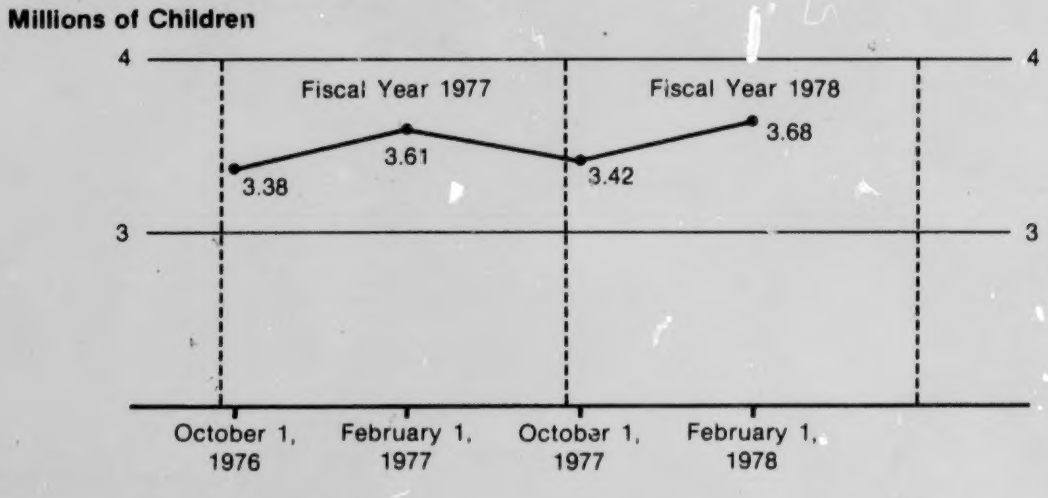
While some of the differences among States in the proportion of children served as handicapped may arise from State variations in definitions and eligibility criteria, a more critical factor may be the differences in identification and assessment procedures.[1] An illustration of this point is provided by California. According to the 1977-78 count, the proportion of handicapped children served as mentally retarded in California was only 0.8 percent of the State's school-aged population, lowest among all the States. Since 1974 California has had a moratorium on intelligence testing as a result of pending litigation (*Larry P. v. Riles*[2]). The plaintiffs in this case have held that racial bias in intelligence tests has resulted in over-representation of minority children in classes for the retarded. In reaction to this suit, most school districts in California ceased screening or referring children who may be mentally retarded. Further, those children who are identified are often not assessed for intelligence, but only for such characteristics as achievement, adaptive behavior and medical history, areas in which no criteria for retardation have been established. Thus it seems reasonable to conclude that the low proportion of children California serves as mentally retarded may be attributable not to special definitions or eligibility criteria but to the assessment procedures being followed.

There is evidence that within the States similar variations in service rates exist from school district to school district. One example, according to a recent report published by the National Conference of State Legislatures (NCSL),3/ is to be found in the State of New Hampshire, where the proportion of handicapped children identified proved to be related to the diversity of handicapping conditions served. That is, in school districts serving a small percentage of children as handicapped, the children were concentrated within two or three handicapping conditions -- usually retardation and mobility handicaps. By contrast, districts serving high numbers of children as handicapped tended to be far more ready to identify children with a diversity of needs. The data suggest, NCSL concluded, "that local school personnel usually do not identify a wide spectrum of (children with) special education needs until they can organize services on a relatively large scale."

State and local variations may also be influenced by methods of locating children. For example, some school districts rely on teacher referral as the primary means of identifying mildly handicapped children, a procedure research studies have suggested may be ineffective. For example, Lambert4/ found

See Appendix D, Table D-1.3

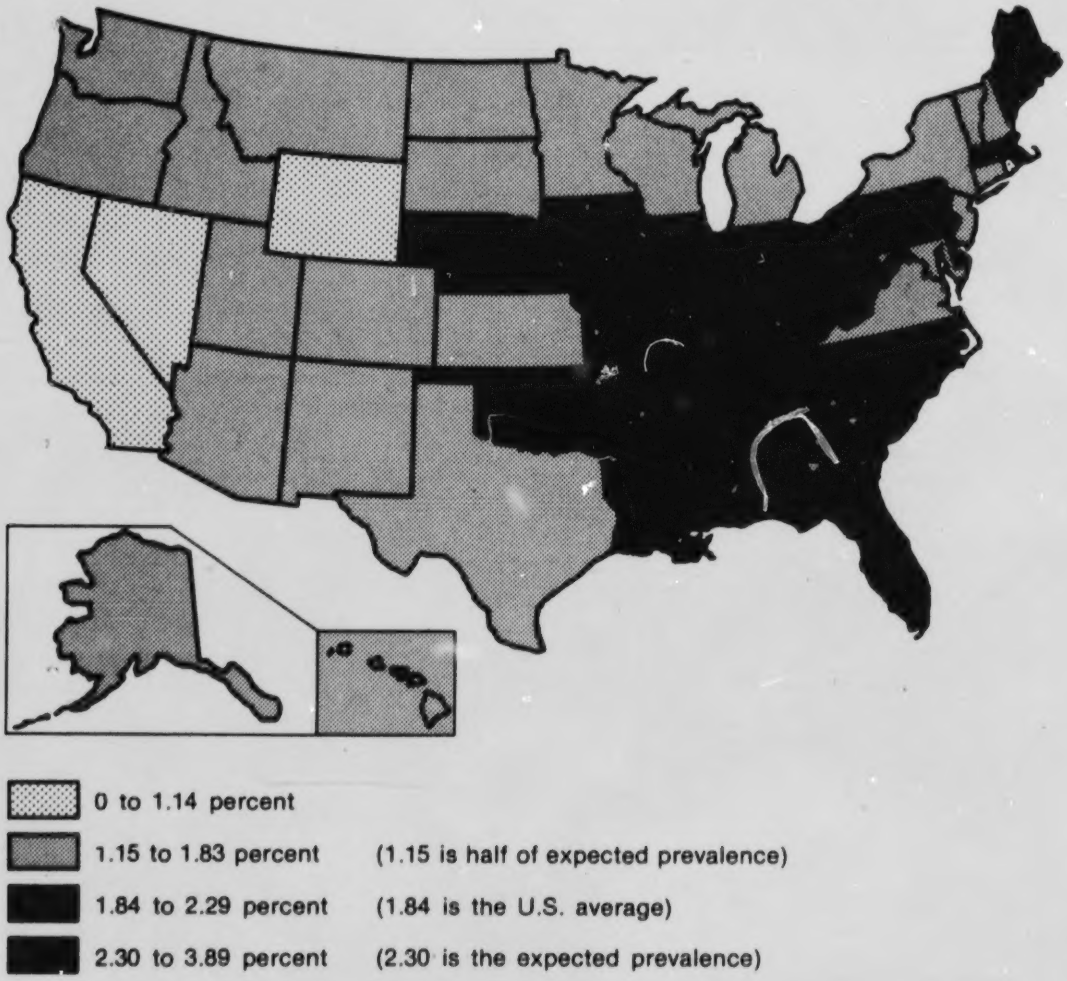
Figure 1.3 **Change in Total Counts of Handicapped Children Under P.L. 94-142, October 1976 to February 1978**



that teacher referrals are overly conservative. That is, even though a large proportion of the children referred by teachers were in fact determined to be handicapped, many children who were not referred by the teacher were also found to be handicapped when full assessments were made. Thus, districts which rely only on teacher referrals to identify handicapped children may not serve all eligible children, and may serve fewer children than those districts which employ systematic screening and assessment procedures. To assure that handicapped children are receiving equal educational opportunity,

See Appendix D, Table D-1.6

Figure 1.4 Mentally Retarded Children Served as a Percentage of School-Aged Population, School Year 1977-78[1]


0 to 1.14 percent
1.15 to 1.83 percent (1.15 is half of expected prevalence)
1.84 to 2.29 percent (1.84 is the U.S. average)
2.30 to 3.89 percent (2.30 is the expected prevalence)

---

[1] The data displayed include handicapped children counted under Public Laws 89-313 and 94-142.

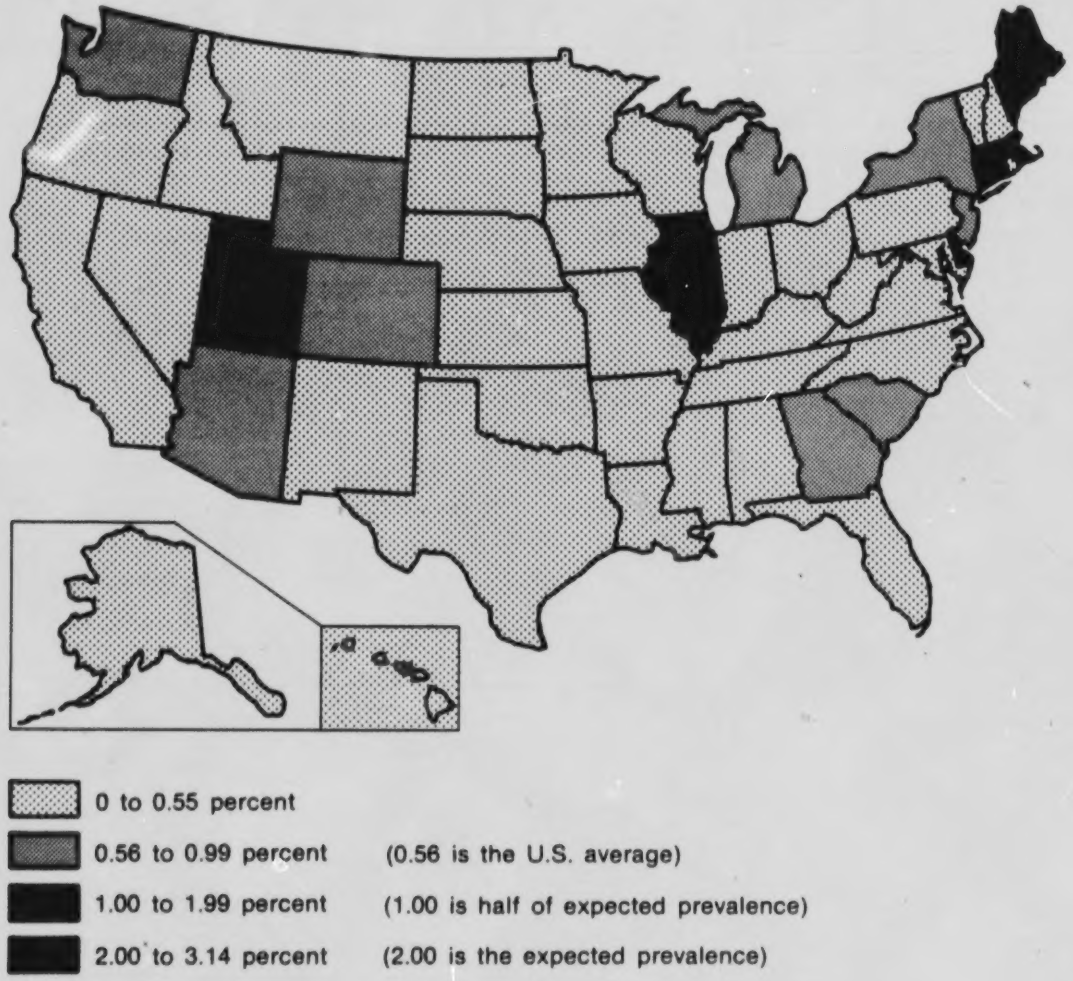
the Bureau's monitoring and compliance activities over the next year will examine variations in enrollment and in procedures used to determine eligibility.

Are All Children Served?

The total number of 3-21 year old children served as handicapped during the 1977-78 school year approaches four million. However, previous estimates

See Appendix D, Table D-1.6

Figure 1.5 **Emotionally Disturbed Children Served as a Percentage of School-Aged Population, School Year 1977-78**[1]

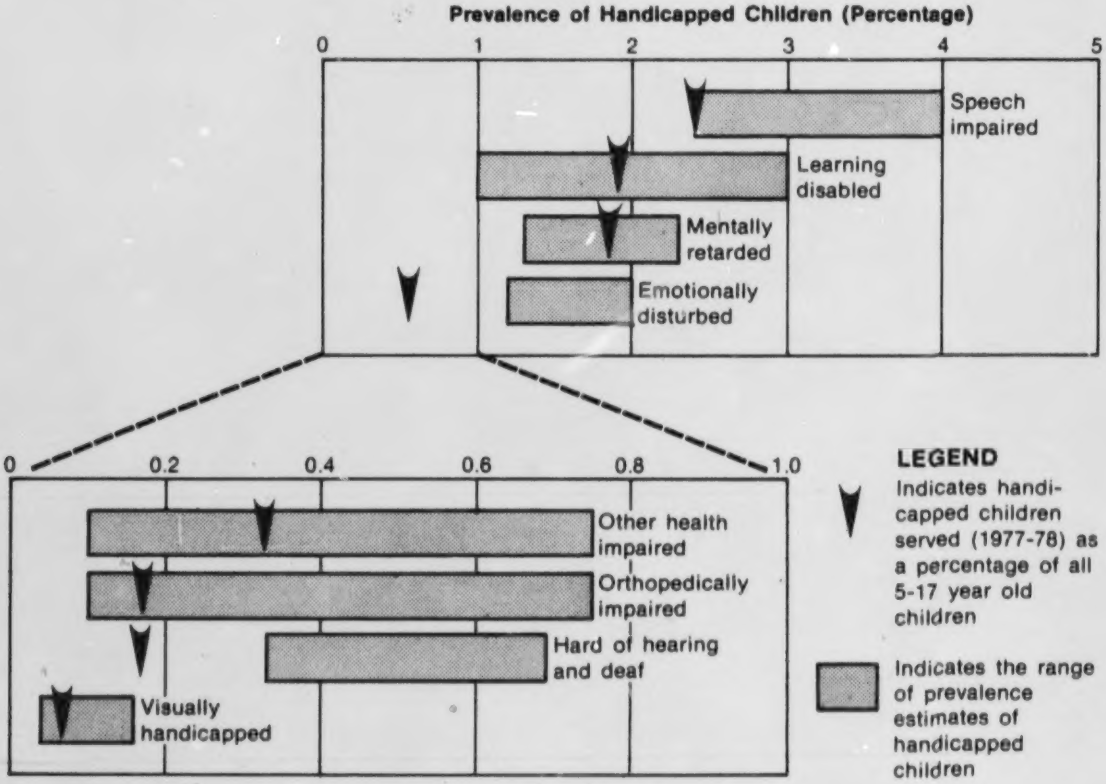

0 to 0.55 percent
0.56 to 0.99 percent (0.56 is the U.S. average)
1.00 to 1.99 percent (1.00 is half of expected prevalence)
2.00 to 3.14 percent (2.00 is the expected prevalence)

[1] The data displayed include handicapped children counted under Public Laws 89-313 and 94-142.

of the prevalence of children with handicapping conditions suggest that four million may be significantly short of the actual number of handicapped children in the 5-17 year old population. If current estimates of 11-12 percent of the school-aged population are accurate, there should be more than five million school-aged handicapped children, and from seven to eight million handicapped children in the 3--21 year old age range. These prevalence estimates have come from a variety of sources, and their applicability tends to vary in accordance with each source's individual viewpoint. For example, the National Institute of Mental Health has estimated that 7 percent of school-aged children need mental health services. However, the proportion of those whose mental health problems are of such severity that they require special education or related services is probably much lower. For mental retardation, the proportion of children considered eligible is roughly defined by the population

See Appendix D, Table D-1.6

Figure 1.6 **Percentage of Children Served Relative to Various Prevalence Estimates**[1]



[1] The data displayed include handicapped children counted under Public Laws 89-313 and 94-142.

distribution on tests of intelligence -- children who score on the lower end of the scale are considered retarded. Prevalance estimates for other types of handicapping conditions such as deafness, blindness, or orthopedic impairments have been developed through survey research. These populations are smaller, their characteristics are often obvious, and some of them can be diagnosed at birth. Nevertheless, the variation among the several available estimates remains considerable, with the Bureau's estimates in each disability area being more conservative than most other government and nongovernment estimates.

Recently, the Bureau funded SRI International to review the estimates derived from these prevalence studies.[5/] From the 400 studies SRI reviewed, it would appear that no single set of prevalence figures can be accepted as fact. (The prevalence estimates ranged from 4.9 million to 10.2 million.) Figure 1.6 shows the estimates of prevalence for each handicapping condition in comparison to the current proportion of children served. Given the size of the indicated ranges, the data suggest that estimates of prevalence are useful for estimating potential populations to be served, but not for determining the actual number of handicapped children that should be found in any one community. However, it is clear that current counts of children actually being served are lower than most of the estimates.

This disparity between estimates and State counts is a source of keen concern, as is the great variation in the proportions of children the States have identified as handicapped. Although the incidence of handicapping conditions may be expected to vary across different populations, the current variations among States are so great, with many States serving far fewer children than the prevalence estimates would predict, that there is reason to believe many States are not serving all eligible children. If the counts of the five States serving the largest proportions of disabled youngsters are indicators of the proportions of children eligible for services in all States, there could be about 5.8 million school-aged handicapped children in the United States.[6/] This number is consistent both with Bureau projections made prior to the enactment of P.L. 94-142 and with the Act's 12 percent limitation on the proportion of children who can be counted for funding.

Why Counts May Be Low

Although there could be more than five million school-aged handicapped children in the United States, only about four million are reported as actually being served. There are several possible explanations for this discrepancy. One is the more careful identification and placement procedures required by P.L. 94-142. Under the Act, children may not be counted until they have gone through a complete process of identification, evaluation, and placement, with attendant procedures of parent notification and consent. Some schools have waiting lists for assessment and placement. Evidence of "backlogs" in the evaluation and placement process was found, for example, in all nine sites of the Education Turnkey Systems, Inc., case studies on the implementation of P.L. 94-142.[7]. When the Bureau's monitoring visits confirm such waiting lists, specific techniques for resolution of the problem are developed. For example, LEAs may contract with universities for diagnostic services, or the State may assist the LEA in improving their recruitment program for diagnostic staff.

Another possible reason for the discrepancy between the number of children served and the estimated number of handicapped children is the fact that some handicapped children are receiving educational services in Title I or other compensatory programs instead. For example, in one State the director of special education estimated that 5,000 handicapped children had been placed in the Title I compensatory education programs. Per pupil funding has been much greater under Title I than under P.L. 94-142, and the placement procedures are considerably less demanding in Title I programs. A recent study by SRI International[8] found overlap among the population eligible for services under Title I and the population eligible under P.L. 94-142, with the result that many children who would qualify for services under P.L. 94-142 instead receive services under Title I. For children with milder handicapping conditions, the services provided by Title I may have value. However, the use of this alternative for children who should receive uniquely specified special education would not be in the best interests of the child. The future direction here should not be to prohibit disadvantaged handicapped pupils from participating in either program, but instead to ensure that the child's needs, rather than availability of funds from specific sources, determine placement.

Another factor that may depress current enrollment comes into play in States in which the oldest (i.e., 18-21) and youngest (i.e., 3-5) age limits prescribed by P.L. 94-142 vary from State law or practice. In such instances the State is not required to serve handicapped children aged 3 through 5 or 18 through 21. As Table 1.1 indicates, this exemption applies in a number of States. In fact, nationwide the proportion of children aged 3 through 5 currently being served as handicapped is only 2 percent, and the figure for students aged 18 through 21 is only 0.7 percent. By contrast, the schools are serving roughly 7.5 percent of their children as handicapped in the 6 through 17 age range. It may be noted that the States were not actually required to make available a "free appropriate public education" to all handicapped children aged 3 through 17 until September 1, 1978, and are not required to do so for those aged 3 through 21 until September 1, 1980. Even then, States are not required to provide such services unless doing so would be consistent with State law and practice.

Other factors to consider in looking at the question of unserved children include the historic pattern of offering services only to elementary school children. In one State, one-third of the high school dropouts were children who had received special education services in elementary school. Even though many States are now instituting standardized achievement tests for all students, most do not routinely examine poor performers to see if they require special education because of handicapping conditions.

Finally, it is possible that current estimates of the number of handicapped children are slightly high simply because Census estimates of the total population may be high. The size of the total school-aged population, as estimated by the Bureau of the Census, is larger than actual enrollment. It is sufficiently larger, in fact, that the service rate of handicapped children calculated on the basis of enrollment data is nearly a full percentage point larger than it is when calculated according to the census base. Table 1.2 indicates the State-by-State differences between these two estimates. Since the Census figures are estimates -- that is, adjustments of the 1970 census data -- they could be in error. Until a new census is taken in 1980, we cannot be sure of the size of the total population.

Table 1.1 State Statutory Responsibilities for the Education of Handicapped Children

STATE	TYPE OF MANDATE	DATE OF PASSAGE	COMPLIANCE DATE	AGES OF ELIGIBILITY	CATEGORIES EXCLUDED
Alabama	Full Planning and Programming	1971	1977	6-21	Profoundly Retarded
Alaska	Full Program	1974		From age 3	
Arizona	Selective Planning and Programming	1973	9/76	5-21	Emotionally Handicapped
Arkansas	Full Planning and Programming[1]	1973	9/79	6-21	
California	Selective			6-18[2]	"Educationally Handicapped" (Emotionally Disturbed, Learning Disabled)
Colorado	Full Planning and Programming	1973	7/75	5-21	
Connecticut	Full Planning and Programming	1966		4-21[3]	
Delaware	Full Program "Wherever Possible"			4-21	Severely Mentally or Physically Handicapped
District of Columbia	No Statute. Court Order: Full Program	1972	1972	From age 6	
Florida	Full Program		1973[4]	3—no maximum (13 yrs. guaranteed)	
Georgia	Full Planning and Programming	1968	9/75	3-20	
Hawaii	Full Program	1949		5-20	
Idaho	Full Program[5]	1972[5]		Birth-21	
Illinois	Full Program	1965	7/69	3-21[6]	
Indiana	Full Planning and Programming	1969	1973	6-18[7]	
Iowa	Full Program "If Reasonably Possible"	1974		Birth-21	
Kansas	Full Planning and Programming	1974	1979[8]	Developmentally Disabled: Birth-21	
Kentucky	Planning and Programming	1970	1974	[9]	Other than TMR
	(Petition for Trainable Mentally Retarded only)	1962		6-21	
Louisiana	Court Order—Orleans Parish only: Selective for Mentally Retarded. Otherwise, Mandatory	1972	1972	3-21[10]	Other than Mentally Retarded
Maine	Full Planning and Programming	1973	1975[11]	5-20	
Maryland	Full Planning and Programming	1973	1979[12]	[13]	
Massachusetts	Full Planning and Programming	1972		3-21	
Michigan	Full Planning and Programming	1971	9/73	Birth-25	
Minnesota	Full Program	7/72[14]	[14]	4-21, except MR (5-21) and ED (6-21)	
Mississippi	Permissive			Birth-21	
Missouri	Full Planning and Programming	1973		5-21	
Montana	Full Program[15]	1974	7/79	6-21	
Nebraska	Full Planning and Programming	1973	10/76[16]	5-18	
Nevada	Full Program	1973		5-18[17]	
New Hampshire	Full Program			Birth-21	
New Jersey	Full Program	1954[18]		5-20	
New Mexico	Full Planning and Programming	1972	9/76	6-21[19]	
New York	Full Program	1973	1973	5-21	Profoundly Retarded
North Carolina	Full Planning	1974	[20]	Birth-Adulthood[21]	
North Dakota	Full Planning and Programming	1973	7/80[22]	5-21[3]	
Ohio	Mandatory	1976	None Specified	Birth-21	
	Selective Planning	1972	1973	[23]	
Oklahoma	Full Program	1971	9/70	4-21[24]	
Oregon	Full Program	1973		EMR: 6-21 Others: Birth-21	
Pennsylvania	Court Order: Selective (Mentally Retarded Only)	1972	9/72	6-21[25]	Other than Mentally Retarded
	Full Planning and Programming	1956	1956	6-21	
Rhode Island	Full Program		1964[26]	3-21[26]	
South Carolina	Full Planning and Programming	1972	1977	6-21[27]	
South Dakota	Full Program	1972		Birth-21	
Tennessee	Full Planning and Programming	1972	9/74[2]	4-21	
Texas	Full Program[28]	1969	9/76[28]	3-21	
Utah	Full Program	1969		5-21	
Vermont	Full Program[29]	1972		Birth-21	
Virginia	Full Planning	1972	[30]	2-21	
Washington	Full Program	1971		6-21[31]	
West Virginia	Full Program	1974	1974	5-23[32]	
Wisconsin	Full Planning and Programming	1973	8/74	3-21	
Wyoming	Full Program	1969		6-21	

NOTES TO TABLE 1.1

[1] Current statute is conditional: 5 or more similarly handicapped children in district. However, a 1973 Attorney General's opinion stated that the law mandating full planning and programming was effective July, 1973. If the state activates a kindergarten program for 5-year-old children, ages of eligibility will be 5-21.

[2] Permissive for children 3-21, except MR: 5 yrs. 8 mos.-21.

[3] 3-21 for hearing impaired. Lower figure applies to age of child as of Jan. 1 of the school year.

[4] 1973 law did not include profoundly retarded; however, a 1974 amendment brought these children under the provisions of the mandatory law. Compliance date for full services to these children is mandated for 1977-78.

[5] Earlier (1963) law was mandatory for all handicapped children except Trainable Mentally Retarded.

[6] 5-21 for speech defective.

[7] Permissive 3-5 and 19-21.

[8] "Developmentally Disabled" means retardation, cerebral palsy or epilepsy. For other disabilities, the state board is to determine ages of eligibility as part of the state plan. Compliance date is 7/1/74 for DD programs.

[9] Permissive: 3-6.

[10] Residents over age 21 who were not provided educational services as children must also be given education and training opportunities.

[11] In cases of significant hardship the commissioner of education may waive enforcement until 1977.

[12] Court order sets deadline in Sept., 1975.

[13] Services must begin as soon as the child can benefit from them, whether or not he is of school age.

[14] Date on which Trainable Mentally Retarded were included under the previously existing mandatory law.

[15] Statute now in effect is selective and conditional: at least 10 Educable Mentally Retarded, 7 Trainable Mentally Retarded, or 10 physically handicapped in school district. *Full* mandation becomes effective 7/1/79.

[16] Acoustically handicapped: 10/1/74.

[17] Aurally handicapped and visually handicapped: birth-18.

[18] Date of original mandatory law, which has since been amended to include all children.

[19] Child must be 6 years old by Jan. 1 of school year.

[20] Implementation date to be specified in preliminary state plan to be submitted to 1975 General Assembly.

[21] Deaf: to age 18—or to age 21 "if need exists."

[22] All children must be served as soon as they are identified as handicapped.

[23] Deaf children to be served at age four.

[24] 2-21 for blind, partially blind, deaf, hard of hearing.

[25] When programs are provided for pre-school age children they must also be provided for mentally handicapped children of the same age.

[26] For mentally retarded or multiply handicapped. Others, as defined in regulations. Compliance date established by regulations.

[27] 4-21 for hearing handicapped.

[28] The Texas Educational Agency is operating under the assumption that the law is mandatory, and has requested an opinion from the state Attorney General on this question. Compliance date is as established by state policy if the law does not specify a compliance date.

[29] Within the limits of available funds and personnel.

[30] 9/1/76 established by regulations.

[31] Permissive below 6 years.

[32] Permissive 3-4.

Definition of the kinds of mandatory legislation used by states:

Full Program Mandate	Such laws require that programs must be provided where children meet the criteria defining the exceptionality.
Planning and Programming Mandate:	This form includes required planning prior to required programming.
Planning Mandate:	This kind of law mandates only a requirement for planning.
Conditional Mandate:	This kind of law requires that certain conditions must be met in or by the local education district before mandation takes effect (this usually means that a certain number of children with like handicaps must reside in a district before the district is obliged to provide for them).
Mandate by Petition:	This kind of law placed the burden of responsibility for program development on the community in terms of parents and interested agencies who may petition school districts to provide programs.
Selective Mandate:	In this case, not all disabilities are treated equally. Education is provided (mandated) for some, but not all categories of disabilities.

Source: Council for Exceptional Children, August 1976

Table 1.2 Comparison of Data Bases: Children Served Under P.L. 89-313 and 94-142 as a Percentage of 1975 Census Estimate of Total Population Aged 5-17 and as a Percentage of 1976 Count of Total Enrollment

	Census Base		Enrollment Base		Difference in Percent Served
State	Percent Served	Rank	Percent Served	Rank	
Alabama	6.84	33	8.01	29	1.05
Alaska	9.55	7	10.68	8	1.12
Arizona	7.69	19	8.28	24	0.60
Arkansas	7.00	30	7.54	35	0.44
California	6.73	38	7.42	37	0.71
Colorado	7.38	24	7.85	31	0.51
Connecticut	8.30	16	9.56	13	1.28
Delaware	9.97	5	11.49	4	1.55
District of Columbia	3.89	53	4.55	52	1.06
Florida	7.18	28	8.16	27	0.92
Georgia	7.15	29	7.90	30	0.74
Hawaii	5.29	50	6.29	46	0.96
Idaho	8.57	14	8.70	17	0.11
Illinois	9.00	9	10.70	7	1.63
Indiana	6.60	41	7.34	40	0.76
Iowa	7.58	21	8.66	18	1.05
Kansas	6.83	35	8.10	28	1.36
Kentucky	7.35	26	8.55	21	1.16
Louisiana	8.85	10	10.48	10	1.61
Maine	8.36	15	8.60	19	0.27
Maryland	8.67	12	10.18	11	1.45
Massachusetts	10.11	4	11.68	2	1.51
Michigan	6.75	37	7.59	34	0.83
Minnesota	7.54	22	8.59	20	1.02
Mississippi	5.33	49	6.35	45	0.91
Missouri	8.26	17	9.53	14	1.33
Montana	5.62	46	6.12	49	0.42
Nebraska	7.52	23	8.80	15	1.18
Nevada	7.37	25	7.49	36	0.12
New Hampshire	5.26	51	5.87	51	0.59
New Jersey	8.68	11	10.51	9	1.77
New Mexico	5.45	47	5.87	50	0.39
New York	5.68	45	6.90	43	1.26
North Carolina	7.65	20	8.21	25	0.56
North Dakota	5.74	44	7.07	42	1.31
Ohio	6.84	34	7.84	32	0.96
Oklahoma	8.21	18	8.37	22	0.14
Oregon	7.00	31	7.65	33	0.67
Pennsylvania	6.80	36	8.33	23	1.74
Puerto Rico	1.79	56	2.23	54	0.32
Rhode Island	6.62	40	8.18	26	1.77
South Carolina	10.16	3	11.46	5	1.32
South Dakota	5.45	48	6.14	48	0.76
Tennessee	9.97	6	11.45	6	1.52
Texas	9.50	8	9.97	12	0.39
Utah	11.52	2	11.50	3	-0.02
Vermont	6.58	42	7.31	41	0.61
Virginia	6.92	32	7.39	38	0.45
Washington	6.09	43	6.54	44	0.63
West Virginia	7.32	27	7.38	39	0.06
Wisconsin	5.18	52	6.27	47	1.07
Wyoming	8.67	13	8.71	16	0.04
American Samoa	2.07	55	2.09	55	0.01
Guam	14.87	1	14.06	1	-0.53
Northern Marianas	—	60	—	60	—
Trust Territories	3.45	54	—	60	—
Virgin Islands	6.66	39	4.52	53	-3.23
Bur. of Indian Affairs	—	60	—	60	—
Total	7.36	—	8.38	—	1.02

Sources: Child counts under Public Laws 89-313 and 94-142 for fiscal year 1977; U.S. Department of Commerce, Bureau of the Census, *Population Estimates and Projections*, Series P-25, No. 646, 1977; National Center for Education Statistics, "Statistics of Public Elementary and Secondary Day Schools," NCES 77-149, 1977.

Can These Problems Be Solved?

In view of the disparities between the number of handicapped children estimated to be in the school-aged population and the number receiving special education or related services, the Department of Health, Education, and Welfare has formally established the goal of increasing the number of "handicapped school-aged children served with appropriate individualized education programs by the States from an initial count of 3.681 million (February 1978) to a total of 4.1 million by May 1980 and to assure that those children served have individualized education programs (IEPs) in accordance with the law."[9]

To meet this objective, the Bureau will engage in a number of special activities. It will monitor State child-find, identification, and placement efforts; seek the support of public and private agencies in identifying unserved handicapped children; and, to the extent possible, redirect the activities supported through the Bureau's many discretionary programs. In addition, the Commissioner of Education will advise those States serving less than 10 percent of their school-aged population of the need to assure that all handicapped children are identified and served. Many States have set specific targets of their own for finding and serving handicapped children. At the same time, the Bureau will seek cooperation and assistance in this effort from such programs as the Early Periodic Screening, Diagnosis, and Testing program and other Federal health programs. In each instance, the goal is not an arbitrarily set standard -- if evidence shows that the identification and placement procedures are working well, then no increases would be expected.

Identifying those States likely to have the largest concentrations of unserved handicapped children is simply a matter of subtracting the total percent served in each State from 12 percent, the estimated proportion of handicapped children in the school-aged population. For the purpose of determining relative State-to-State variations in unserved children, the 12 percent estimate serves as a constant from which to subtract the proportions of handicapped populations served. The result of this procedure is that States which were ranked highest in the percent served are now ranked lowest in their potential percent unserved.

However, States vary not only in their percent served, but also in the size of their total population. Thus, even though a densely populated State serves a relatively large proportion of children, it may also contain a large number of unserved children. Estimates of the potential number of unserved children can be obtained by multiplying the estimated percent unserved by the size of each State's population. The Bureau has used this procedure to determine which States would be most likely to contain unserved children in each of the major categories of handicapping conditions. Figure 1.7 shows the 15 States that top this list. The prevalence estimates used to derive these estimates of unserved populations were 3.5 percent for speech impaired children, 3.0 percent for learning disabled, 2.3 for mentally retarded, 2.0 for emotionally disturbed, 0.5 for hard of hearing, 0.1 for visually handicapped, 0.075 for deaf, 0.5 for orthopedically or other health impaired, and 0.06 for deaf-blind children.

The differences among these States are largely due to the differences in the sizes of their total population. New York and California, for example, lead the other States primarily because they are so populous. However, they are both well below the 12 percent service rate. Figure 1.7 suggests that the greatest potential for identifying unserved children is to be found in the categories of learning disabled and emotionally disturbed, although most States show the potential for serving more children in each disability area. Where States show enrollments greater than prevalence estimates, the Bureau will examine procedures which might be resulting in misclassification of children as disabled.

Are We Serving the Right Children?

Earlier it was mentioned that some of the variations in the number of children served may be attributable to variations in assessment procedures. If assessment procedures are influencing the number of children counted, they may also be influencing which children are counted. Proper identification and assessment of handicapped children is a necessary precursor to proper placement and treatment. For that reason, the Bureau is concerned about the assessment methods used not only to determine eligibility but also to determine children's educational needs.

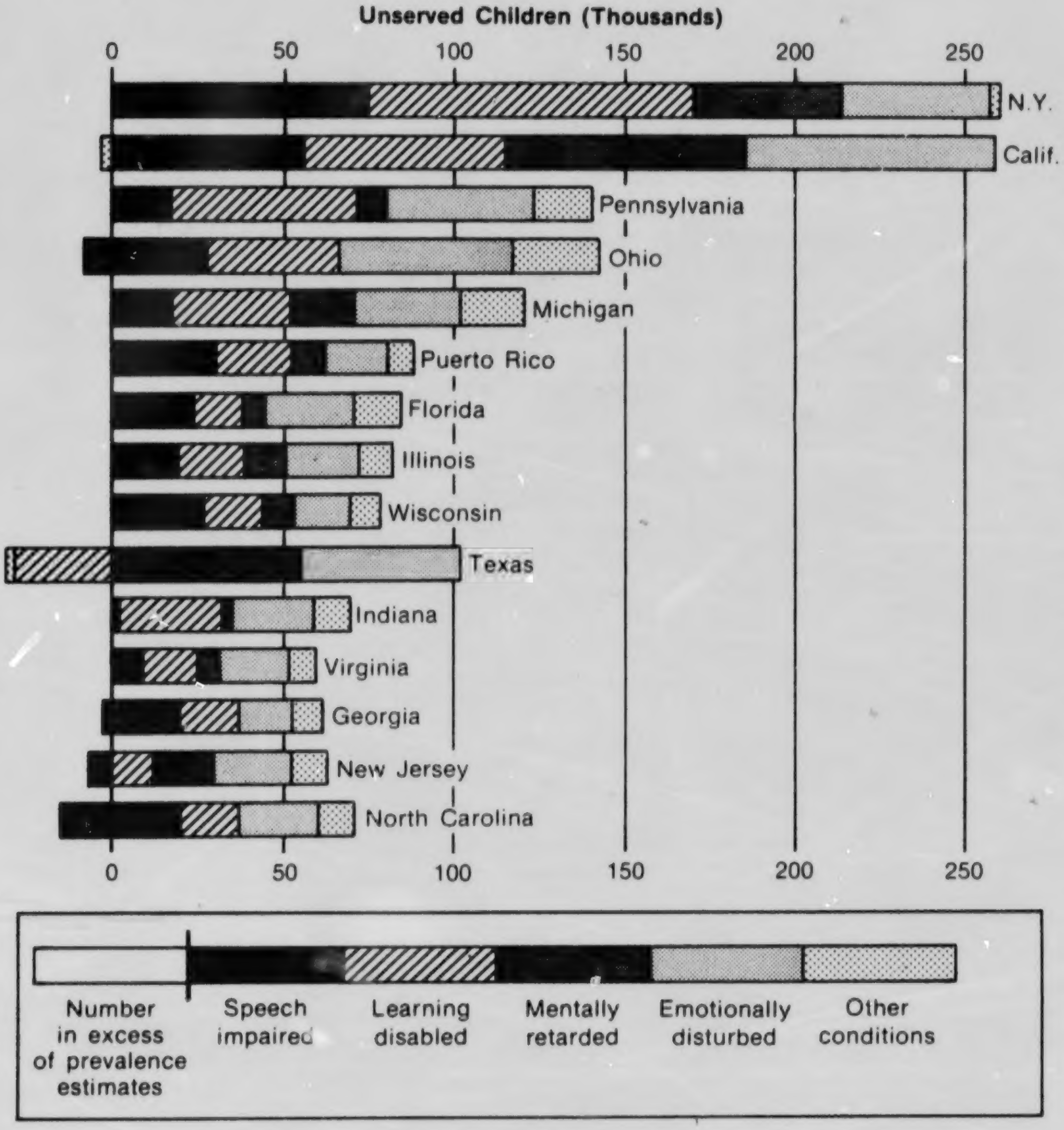
Congress also voiced concern during the hearings preceding the passage of P.L. 94-142 about erroneously classifying and labeling children.

Similar concern has been expressed in court actions[10] and by professional educators,[11] particularly regarding the incorrect classification of nonhandicapped children as handicapped. Implicit in an emphasis on avoiding the incorrect

See Appendix D, Table D-1.7

Figure 1.7 Potential Number of Unserved Children in 15 States, School Year 1977-78[1]

(Fifteen highest States ranked by net unserved)



[1] The data displayed include handicapped children counted under Public Laws 89-313 and 94-142.

classification of the handicapped is the principle that such labeling has a harmful effect. However, weighing the possible harmful effects of a label versus the benefits of an appropriate education suggests that there is a risk of being so diverted by the potential ill effects of labeling as to lose sight of the value of special education. Less often has it been recognized that the failure to identify a child who is handicapped is also a serious type of erroneous classification, which results in the denial of the Act's benefits to the very children it was designed to serve. Yet the degree of confidence one can place in correctly identifying a child as handicapped may be inversely related to the degree of confidence one may have that the child is not handicapped. Stated in another fashion, if primary concern is directed toward preventing the incorrect classification of children as handicapped, many eligible handicapped children may not be identified and served.

One way of reducing errors of both types is to improve the reliability and validity of assessment instruments and procedures. In 1978, the Bureau commissioned four experts to address issues of quality in the implementation of the Protection in Evaluation provisions of P.L. 94-142. The authors placed considerable emphasis on matters related to classification of children as handicapped. Their papers offer needed guidance to practitioners on implementation of quality assessment and evaluation procedures. They describe methods of selecting, administering and interpreting tests, combining test data with observations and other information, and making the most use of available personnel.[12/] In future studies, the Bureau will determine the effectiveness of current assessment practices and will identify good assessment practices.

Accuracy of the Counts

Since P.L. 94-142 funds are distributed on the basis of State counts of handicapped children, it is important to assess the techniques involved in making such counts and the validity of their results. Toward that end the Bureau commissioned two special studies. The first, conducted by SRI International,[13/] examined a variety of methods of estimating the incidence of handicapped children in each State, providing a basis for checking the validity of State counts. The study concluded that the State counts themselves were more reliable than surveys and other estimation techniques, because only the State counts were based on actual enumerations of all children served. However, the investigators went on to suggest that even more accurate counts may be obtained if the States develop procedures patterned after those used by the Bureau of the Census. The Bureau of Education for the Handicapped followed this advice, and supported the development of a manual for States on census techniques.[14] Four copies of the manual were sent to each State agency, and several other copies were distributed upon request.

A second study, conducted by the Management Analysis Center,[15] examined the ability of States to provide data that would meet P.L. 94-142's requirements. While the child counting procedures varied greatly in the 27 States visited for this study, they were found to be significantly more dependable than were the methods used for documenting teachers, facilities, or resources. These studies do not suggest that data compiled for other State or Federal education programs are more accurate than those data concerning the disabled. But in general, local and State agencies do not have sophisticated data gathering procedures.

Subsequent to the conduct of these studies two other sources of data regarding the incidence of handicapped children became available, and both yielded results at odds with the State counts. The first source came from HEW's Office for Civil Rights (OCR), which conducted a school survey in 1976, and included questions regarding the number of children participating in special education programs. The OCR estimates were lower than the State counts provided to the Bureau for two major reasons. First, the OCR survey did not include children in institutions or children participating in other programs that were not conducted on school campuses. The survey was designed only for schools. Second, and perhaps more important, it has been discovered that many handicapped children who should have been included in the OCR survey were not. For example, many respondents did not include children served by other agencies (such as intermediate educational units) even though the children were served on the school campus. Since the discovery of this omission the Bureau has been working with OCR to refine data collection procedures. Expectations are that future OCR surveys will include larger numbers of handicapped children being served by schools, although these surveys may still not account for all children counted by the States for P.L. 94-142, since the methodological approaches vary, and since the survey is limited to a sampling of school campuses.

The second independent survey estimating the number of handicapped children was conducted by the

Bureau of the Census. This Survey of Income and Education (SIE) went to heads of households and included questions bearing on children whose physical, emotional, or mental conditions limited their ability to play, to do regular schoolwork, or to work. In an analysis of these survey data, SRI[16] determined that 4.2 to 4.8 million children aged 3 through 21 were perceived by parents as handicapped. However, the data generated from this survey may not reflect children eligible for services under P.L. 94-142, for two reasons. First, SRI has demonstrated previously[17] that parents and teachers interpret child behaviors differently, and consequently do not agree in their judgments of who is handicapped. Second, the Bureau of the Census[18] reports that census survey questions identical to the SIE questions regarding handicapping conditions yielded unreliable prevalence estimates. Thus, even though there is evidence that States may not be serving all handicapped children, the SIE data pertaining to numbers of handicapped children, like other estimates of prevalence, do not appear to be useful for determining the actual number of eligible children.

Several States are now computerizing their information gathering operations. Statewide computerized data bases now exist, for example, in Maryland, Pennsylvania, Michigan, North Dakota, and Wyoming. Such steps are seen as evidence of a determination by the States to enhance the quality of their data on the handicapped and to improve their ability to report it. Even without these new efforts, though, State child counts for P.L. 94-142 emerge as the best available source of the number of handicapped children who were being served. Over the years, the States can be expected to improve their data collection capabilities. The Bureau will continue to focus attention on the processes by which the State counts are made and the validity of the results.

Summary

The essential first step in implementing P.L. 94-142 is to assure that funds appropriated under the new Act reach their intended beneficiaries. This assurance contains three different parts: (1) making certain that all eligible children are located, (2) making certain that the funds go only to the children the Act is intended to serve, and (3) making certain that State counts accurately reflect the number of children being served. Regarding the first two concerns, the

Act provides funds for child-find efforts, and requires careful assessment procedures for determining eligibility. Regarding the third, the Bureau has supported the development of methods to improve the accuracy of the counts. While much further progress is needed in all three areas, the most urgent need today is the first. The Bureau has therefore made the identification, evaluation, and placement of all handicapped children its major immediate objective, recognizing that until all eligible children are identified and served, the Act cannot succeed.

2. In What Settings Are Beneficiaries Being Served?

Public Law 94-142 requires that procedures be established "to assure that, to the maximum extent appropriate, handicapped children...are educated with children who are not handicapped and that...removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."[1] Thus, placement of handicapped children is to be directed by educational needs within a least restrictive context. Although this provision has recently attracted a great deal of attention, it is based on a body of sentiment long since expressed both by courts and by State laws.

Background of the Provision[2]

The idea of placing children in as normal a setting as possible originated in the courts as the doctrine of "the least restrictive alternative." As early as 1819, in McColloch v. Maryland,[3] the court stated that regulations affecting the citizens of a State should be both "appropriate" and "plainly adapted" to the end sought. That is, the government's purpose should be served with as little imposition on the individual as possible. If less drastic means for achieving the same basic purpose could be found, they were to be taken. The principle of least restrictiveness entered into educational decisions in the late 1960s and early 1970s, in a wave of civil rights litigation concerning the right of all children to equal educational opportunity. For example, in the well-known case of Brown v. Board of Education (1954),[4] the U.S. Supreme Court determined that the practice of segregation had no place within public education. Further refinements of these principles came from the case of the Pennsylvania Association for Retarded Children

(PARC) v. Commonwealth of Pennsylvania (1971, 1972),[5],[6] a consent decree in which the court stated:

> It is the Commonwealth's obligation to place each mentally retarded child in a free, public program of education and training appropriate to the child's capacity, within the context of presumption that, among the alternative programs of education and training required by statute to be available, placement in a regular public school class is preferable to placement in special public school classes, which is preferable to placement in any other type of program of education and training.

PARC was followed shortly by Mills v. Board of Education of the District of Columbia (1972).[7] In Mills, the court in effect ordered that the same principles espoused in the PARC consent agreement apply to all handicapped children in the District of Columbia. In effect, these cases established the proposition that, given two or more alternative educational settings, the handicapped child should be placed in the least drastic or most normal setting appropriate. There should be as little interference with the normal educational process as possible.

During this same period, the principle of least restrictiveness was also being applied in a number of cases concerning institutionalized individuals. In Wyatt v. Stickney (1972),[8] for example, the court applied the doctrine that when the State interferes with an individual's liberty, it must do so in the least drastic and least restrictive way possible, and that in the case of institutionalizing an individual, placement in an institutional residence must be shown to be the least restrictive setting feasible for that individual.

The court cases described above demonstrate the growing strength of the principle of least restrictiveness. But they are only part of the story. Recent State and Federal legislation also iterate this principle. By 1975, at least 20 States had called for such placements either in State laws pertaining to education of handicapped children or in regulations.[9] While some of these guarantees were limited (for example, some did not clearly cover handicapped children placed outside local school districts), the principle of least restrictiveness was firmly established in the laws of many States well before Federal legislation became effective.

These State laws and regulations, and the parallel Federal and State court cases, did much to pave the way for the incorporation of least restrictive environment provisions first in P.L. 93-380 and subsequently in P.L. 94-142. The basic principle had been well established, and in fact local school districts in several States have 10-year histories of mainstreaming handicapped children into regular education classes.[10]

Implementation of the Provisions

While P.L. 94-142's least restrictiveness requirements were familiar to many States, to most they presented a severe challenge, calling for a fundamental break with traditional practice. Response to this requirement was expected to be uneven. To keep track of progress, and as a prelude to offering technical assistance, the Bureau of Education for the Handicapped established a Program Administrative Review (PAR) process involving State-by-State site visits beginning before P.L. 94-142 became effective (see Chapter 4 for a detailed description of the PAR process). Between November 1976 and May 1977, the PAR teams visited 26 States, first to determine compliance with provisions of the existing statute for Part B of the Education of the Handicapped Act, and second to assess readiness to implement the new provisions contained in P.L. 94-142. The PAR visits disclosed that only 11 of the 26 States had adopted placement policies which met the requirements of the Federal laws. In the majority of cases the difficulty lay not so much in the absence of any policy at all but in the fact that extant policies were too limited. For example, some States had placement policies applying to handicapped children in local school districts, but not to those in private schools or State-operated schools and institutions. Other States provided assurances for handicapped children in nonprofit institutions but not for those in profit-making private schools.[11] Some State educational agencies (SEAs) had established no mechanisms for cooperating with other public or nonpublic agencies. It is illustrative of P.L. 94-142's impact that one State has created a new kind of school district that includes institutions run by such other State agencies as the Department of Mental Health and the Department of Children and Youth Services.[12] Other States are developing similarly novel arrangements. Despite the difficulties that had to be surmounted, it now seems clear that each of the State educational agencies will be able to give the assurances required by P.L. 94-142's least restrictive environment provisions.

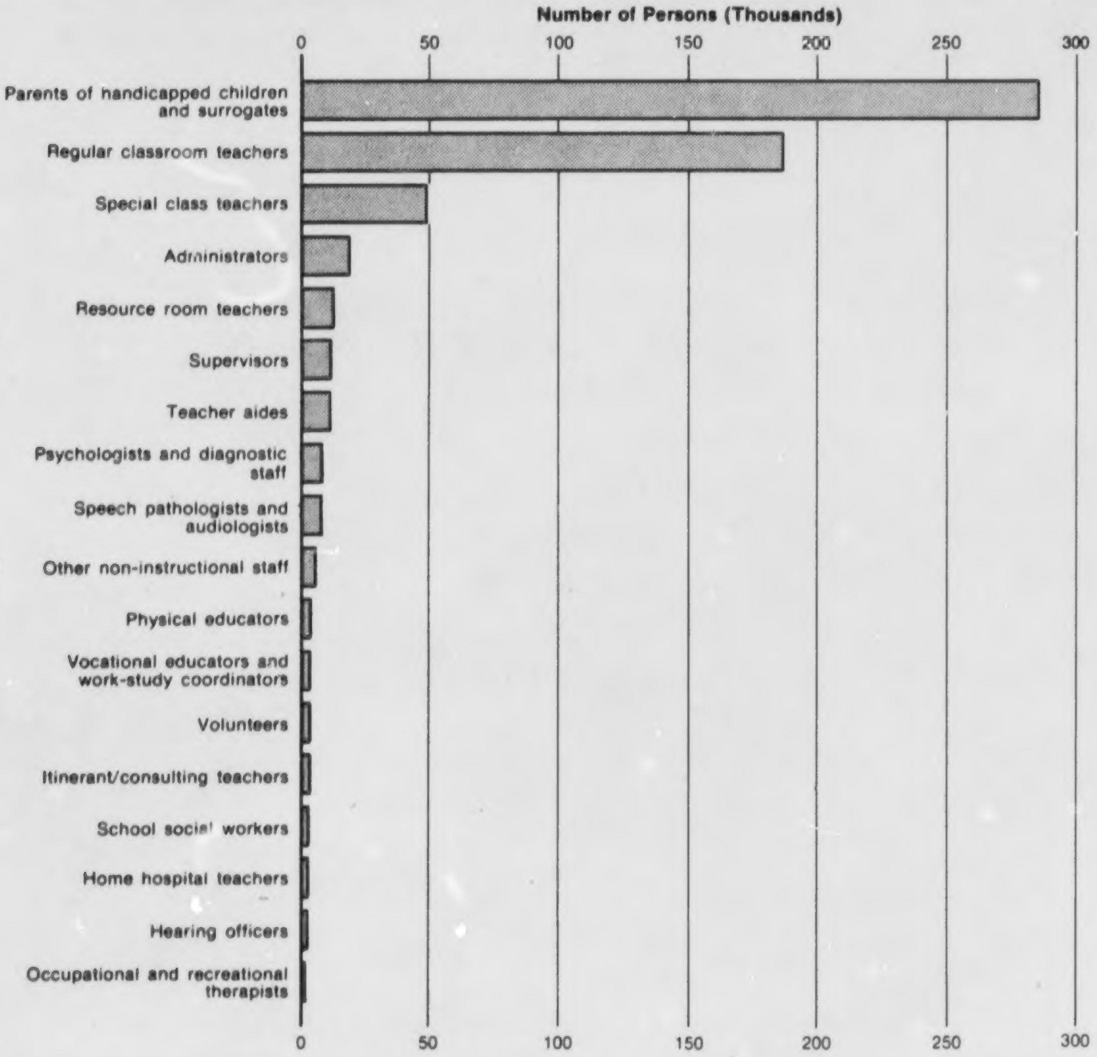
That favorable prognosis is in no small measure due to the strides that have been made in meeting an adjunct P.L. 94-142 requirement -- that teachers and administrators in all public agencies be fully informed about their responsibilities for implementing the least restrictive environment provisions and that they have the necessary training and assistance to do so. As shown in Figure 2.1, during the 1977-78 school year the States planned to offer training for more than 186,000 regular education teachers and for more than 49,000 special education teachers. As Figure 2.1 also indicates, the States viewed parents as a crucial audience for information concerning the State policies, and toward that end sought to address more than 285,000 parents and surrogates of handicapped children. Overall, the data demonstrate that the States have launched a major training and dissemination effort to assure that the least restrictive environment concept becomes a reality.

Placements of Handicapped Children

To measure the State placement efforts, the Bureau asked the States to include in their Annual Program Plans information on the number of handicapped children receiving educational services in each of four environments: regular classrooms, separate classrooms, separate school facilities, and such other educational environments as homebound instruction or residential settings. The first data provided by the States covered the 1976-77 school year, which preceded the effective date of P.L. 94-142. These data, summarized in Figure 2.2, show that the greatest number of handicapped children enrolled in school were placed in regular education classrooms (for the majority of the school day), with a comparatively small percentage of children being served in separate school facilities or other educational environments. This finding was not surprising, since the majority of handicapped children have relatively mild handicapping conditions and can readily be served in regular classrooms when intensive specialized instruction is given for part of the day. As would be expected, the predominant educational setting varies in accordance with the nature of the handicapping condition. Thus, as Figure 2.2 shows, the regular classroom was the predominant placement for speech impaired (91 percent) and learning disabled (81 percent) children. Children with articulation problems or even a stuttering condition may fare as well as other students in standard settings, given the availability of supplemental speech pathology services. In contrast -- and again, not surprisingly -- only 14 percent of school-aged deaf children were shown by the 1976-77 data to be receiving their education in regular classrooms. The education of deaf children has historically occurred in special facilities with specially trained teachers using special instructional materials and techniques. Similarly,

See Appendix D, Table D-2.1

Figure 2.1 Training and Dissemination Activities Related to Least Restrictive Environments That Were Projected by States for School Year 1977-78

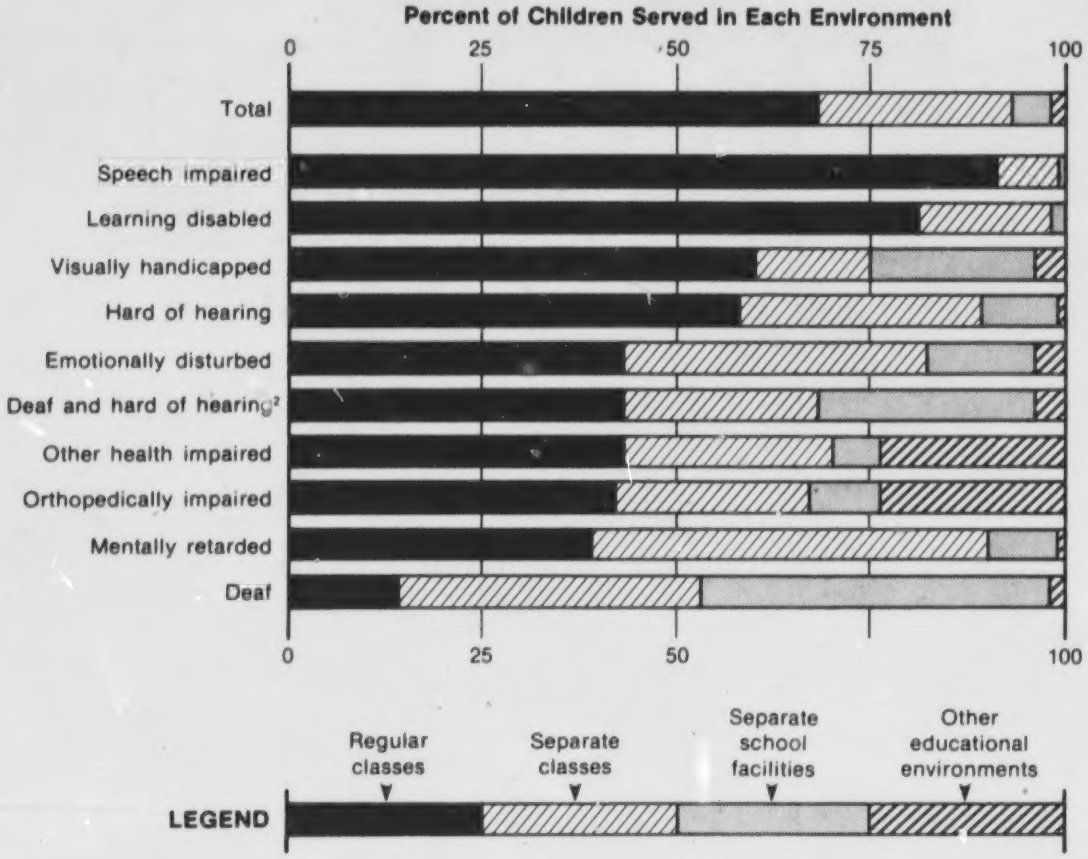


over the past 25 years, mentally retarded children have been served primarily in separate classes if their condition was mild or moderate, and in separate facilities if their disability was severe. While Figure 2.2 shows that separate classes continued to be the predominant placement for mentally retarded children in 1976-77, it is impressive from a historical perspective that the proportion whose primary placement is the regular classroom is now 39 percent.

Given that trend, and more particularly the provisions of P.L. 94-142, the percentage of school-aged handicapped children served in less restrictive placements will increase. For example,

See Appendix D, Table D-2.2

Figure 2.2 Environments In Which School-Aged[1] Handicapped Children Were Served During School Year 1976-77



[1] School-aged children are defined here as children aged 6-17.

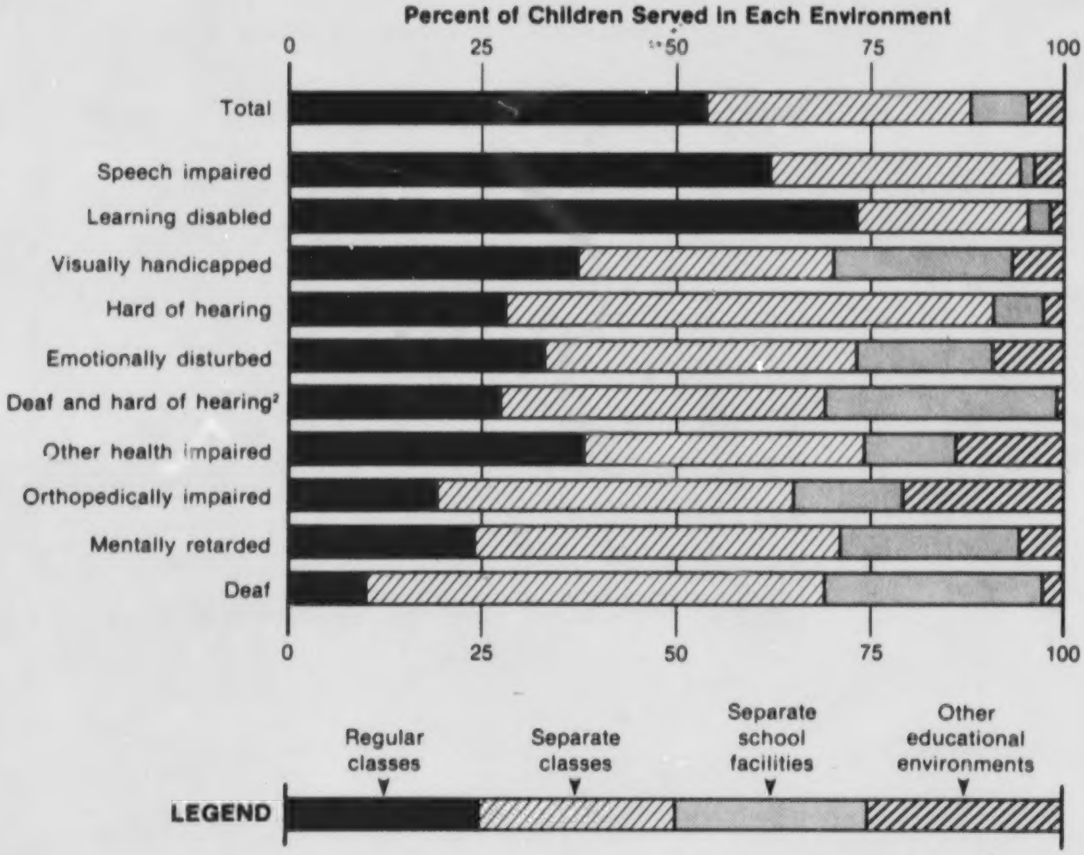
[2] Those States that combined the deaf and hard of hearing categories are shown here. See Appendix D, Table D-2.2.

the public schools may serve an increasing proportion of blind children, and serve growing numbers of moderately mentally retarded children in regular classrooms. Data from case studies initiated by the Bureau bear out that expectation, indicating a steadily climbing number of resource room placements and in general a rising trend in the incidence of school-aged handicapped children being placed in less restrictive settings.13/

The Bureau also asked the States about the environments in which they are serving their 3-to-5 year-old and their 18-to-21 year-old handicapped children. The responses, displayed respectively in Figures 2.3 and 2.4, showed that

See Appendix D, Table D-2.3

Figure 2.3 **Environments In Which Preschool[1] Handicapped Children Were Served During School Year 1976-77**



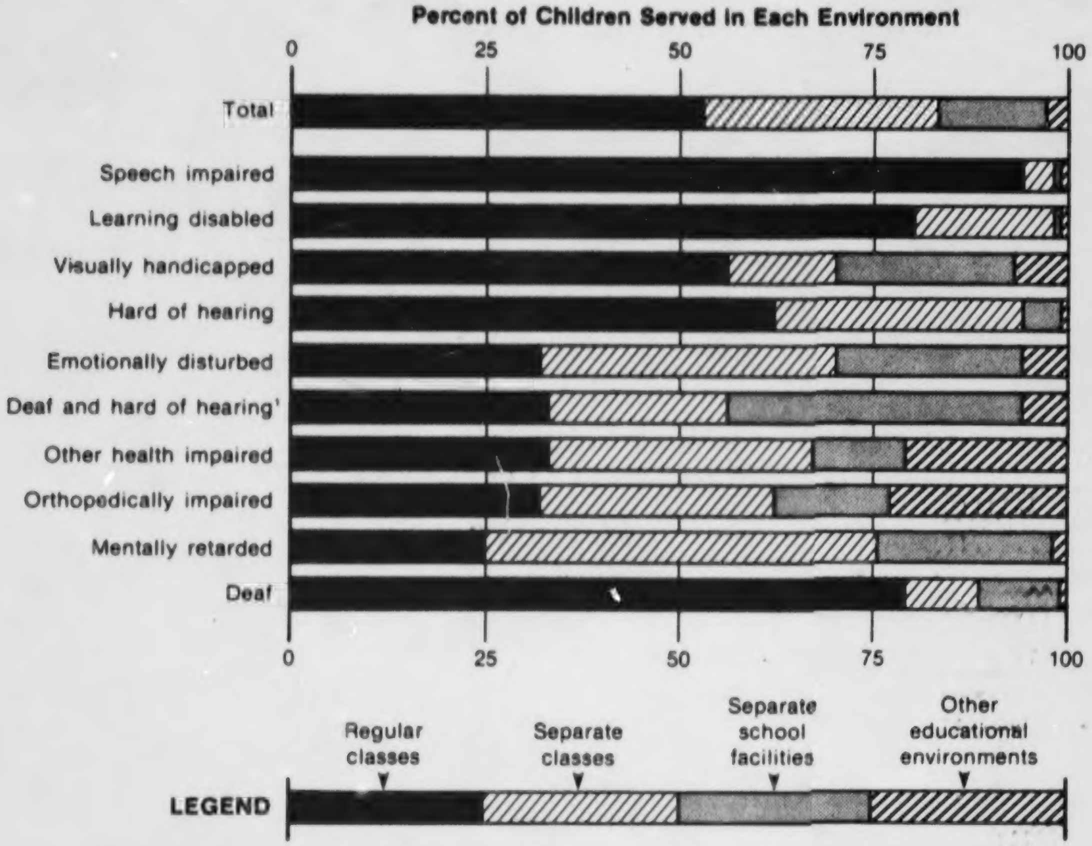
[1] Preschool-aged children are defined here as children ages 3-5.

[2] Those States that combined the deaf and hard of hearing categories are shown here. See Appendix D, Table D-2.3.

handicapped youngsters in both of these age groups were less often served with the nonhandicapped than were those in the 6-to-17 year-old range. While reasons for this finding are necessarily speculative, several seem plausible. For example, since preschool programs are not uniformly available to nonhandicapped children, there are less opportunities to serve handicapped children with them. The availability of such programs is growing, however, and Head Start projects as well as the Bureau's Early Childhood programs are providing models for such services. As for the older students, one could imagine that programs for students in the older group may involve vocational training or coordinated work-study activities necessitating special class

See Appendix D, Table D-2.4

Figure 2.4 Environments in Which 18-21-Year-Old Handicapped Children Were Served During School Year 1976-77



¹Those States that combined the deaf and hard of hearing categories are shown here. See Appendix D, Table D-2.4.

arrangements. Also, ability grouping is more prevalent at the secondary level than at the elementary level, a practice that could lead to the separation of handicapped students. To obtain more definitive information on the impact of P.L. 94-142, the Bureau is initiating a series of 5-year case studies,[14] one of which will focus in part on those youngsters in the 18-to-21 year-old age range.

Though the 1976-77 data suggest that States are applying the principle of least restrictiveness to the education of the handicapped, monitoring will probably always be necessary, not only for too much segregation but also for inappropriate "mainstreaming." The situation might arise, for example, that a school would have so much difficulty accommodating the increased number of referrals to its special education programs that it would feel compelled to make "less restrictive" assignments of newly identified handicapped children to regular classrooms. Such children could superficially be said to have been "mainstreamed," even though they were being inappropriately served,[15] a fact that might not be apparent unless placement decision-making processes were actually observed. In addition to monitoring the States, the Bureau has initiated a major study of placement decision-making.[16]

In summary, it appears that many handicapped children are already receiving their education in a regular classroom setting and that appropriate alternative placements are in most cases available to accommodate handicapped children with special needs.

Non-Academic Settings

Public Law 94-142 emphasizes the integration of handicapped children not only into academic classes but also into non-academic classes and extracurricular activities -- including, for example, art, music, industrial arts, home economics, special interest clubs sponsored by the schools, counseling services, lunch periods, and athletics. These experiences are particularly important for children whose academic needs may require them to be placed solely with other handicapped children during most of the academic school day.

While adequate information does not yet exist regarding the integration of handicapped children into nonacademic and extracurricular activities, a set of case studies initiated by the Bureau does cast light on the situation.[17] The first integrated experiences of handicapped children placed in separate academic environments are usually in the nonacademic areas of music, art and gym. These children usually are older than their nonhandicapped classmates. The case study information also indicates that with a few exceptions, local school districts have not actively organized programs of extracurricular activities for handicapped students, but given the requirements of P.L. 94-142, access to these programs should increase.

Placement Decisions

What constitutes an appropriate educational placement for an individual handicapped child is of course a matter for local determination. However, the overriding rule is that decisions must be made individually rather than by categorizing the child as belonging to a particular group or carrying a particular label. The principle of least restrictiveness rules out blanket judgments based on generalized handicapping conditions.[18] The situation is not without its complexities. Consider, for example, a school district which recently closed its special schools for trainable mentally retarded children,[19] and now serves them in self-contained classes in regular schools. Such a shift appears to be in the spirit of the least restrictiveness principle. However, the children and their parents still are left with only one placement option. There is no guarantee that this option will truly be appropriate for every individual child. Thus, exemplifying the proper spirit may be an entirely different matter than meeting the Act's requirements.

The least restrictive environment provision has often been referred to as "mainstreaming." While its brevity makes that term handy, it also heightens the possibility of misinterpretation. For example, the Act does not require that all handicapped children, regardless of the severity of their handicap, be "mainstreamed" into regular education classes. This misinterpretation is nevertheless common, and it has quite properly aroused concern and even alarm among many parents and educators. The fact is, however, that while the Congress clearly desired that the integration of handicapped and nonhandicapped children be a governing objective -- for their mutual benefit -- there was no intention that every handicapped child be placed in regular classrooms. Thus, the June 1975 Report of the House of Representatives on H.R. 7217 stated:

> "An optimal situation, of course, would be one in which the child is placed in a regular classroom. The Committee

> recognizes that this is not always the most beneficial place of instruction... When it is clear that because of the nature or severity of a child's handicap, the child must be educated in a setting other than the regular class, it is appropriate to implement such a placement. However, the least restrictive environment provision is also designed as a rights provision to protect against indiscriminate placement of a child in a separate facility solely because the child is handicapped and not because special education is needed in that type of setting." (H. Rept. No. 94-332, page 9).

Obviously there will be instances in which particular children should be placed in a setting other than the regular classroom. However, there must be good reasons for such placements, and these reasons should be based on the nature or severity of the child's handicap and the child's individual needs for special education and related services. Clearly, assigning a severely handicapped child in need of special support to a regular classroom lacking support personnel or services would not be an appropriate placement for that child.

Placement Procedures

The P.L. 94-142 implementing regulations (Section 121a.551) require each public agency to insure the availability of a variety of alternative placements so as to meet handicapped children's various special educational needs. This requirement extends not only to all State educational agencies, local school systems, and intermediate education units, but also to State correctional facilities and such other State agencies as Welfare Departments and Departments of Mental Health. The Act does not call for any particular system of placements, but it does require that there be appropriate options. The State and local agencies have responded by developing or adopting different approaches (Deno's[20] "cascade of services" is one example). The Act also requires that, at a minimum, the available alternatives include regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. In addition, provisions are to be made for such supplementary services as resource rooms and itinerant instruction to be provided in conjunction with regular class placement.

Under the P.L. 94-142 regulations, each placement decision is to be made by a group of persons who are knowledgeable about the child, the meaning of the evaluation data, and the placement options. The Bureau's case studies of nine local school districts in three States found almost as many ways of carrying out this responsibility as there were school districts.[21] One district, for example, holds three meetings to discuss each child. At the first meeting the placement team decides what tests or other evaluative information should be collected on the child; the second focuses on making a diagnosis of the child; and at a third meeting, placement is determined. Another school district has three screening committees -- school, regional, and central -- with each making a recommendation when necessary. Despite these differences, the study indicated that placement decisions were being made by groups of persons, as the Act requires, and these meetings were in accordance with the Act's criteria.

Across the districts, there was a trend towards involving both regular and special education teachers in placement meetings, with school principals frequently chairing these sessions. There was also a trend towards larger placement teams and longer meetings than had been the case prior to the effective date of P.L. 94-142. In many cases, parents were invited to attend the meetings, though the Act requires parental participation only in the IEP meeting. While parents rarely became active participants on the team, their presence was seen as a significant portent of increasing parental involvement in the future.

Whether placement decisions are considered to be part of the IEP development process or as a discrete activity, P.L. 94-142 regulations require that the IEP govern these decisions and take into account the child's characteristics and the specific objectives of his or her instructional program. The extent to which placement decisions are, in fact, based on the child's IEP will be the subject of continuing Bureau observation. Current studies suggest that the sequence of such decisions is variable.[22],[23] In a number of school districts, placement decisions are made prior to, and in others after, the development of long-term IEP goals. In some cases, school districts view the placement decision as the first step in the IEP development process. As long as the placement decision is clearly a part of the individualized program, these different sequences are acceptable. In some cases, earlier placement decisions allow the child's receiving teacher to be identified so that the teacher can then assist in developing the remaining parts of the child's IEP.

School systems that have "case managers" tend to develop at least skeletal IEPs prior to the placement decision. Typically the case manager is expert in the child's primary disability, and can assist the other involved members of the staff in developing objectives and instructional strategies. Once the placement decision is made, the case manager also works with the child's teacher to insure that the IEP is implemented and, if necessary, revised.

The P.L. 94-142 regulations specify several criteria that are to be considered in the placement decision (Section 121a.552). For example, the children are to be placed as close as possible to their home, preferably in the schools they would normally attend if not handicapped. Consideration must be given to any potentially harmful effect the placement might have, and on the kind and quality of available services. Another consideration is provided by the following passage from Section 504 of the Rehabilitation Act of 1973 (45 CFR Part 84-Appendix, Paragraph 24): "...it should be stressed that, where a handicapped child is so disruptive in a regular classroom that the education of other students is significantly impaired, the needs of the handicapped child cannot be met in that environment. Therefore regular placement would not be appropriate to his or her needs..." At present, little is known of the criteria which are actually used in determining placements. These decisions clearly can be delicate and complex, and to stimulate thought on the matter the Bureau commissioned four position papers on methods of evaluating implementation of the least restrictive environment provisions and convened a panel to discuss them. A monograph containing the papers and a summary of panel proceedings will soon be disseminated to States and interested individuals.24/ Information about the decision rules and criteria that are actually used in determining placements will be provided by a Bureau-sponsored study on placement decision-making.25/

Implementation Issues

Concerns regarding P.L. 94-142's least restrictive environment provisions have been raised by State educational agency representatives, regular and special education teachers, school system administrators, and to some extent by parents of handicapped children. Expectations are that most if not all of these concerns will subside as the implementation of P.L. 94-142 progresses, as schools begin sharing programs, experiences, and activities, and as it becomes clear, for example, that the Act does not mean indiscriminate mainstreaming or "dumping" of handicapped children into the regular classes.

Training. As part of the requirements for submission of their 1977-78 Annual Program Plans, the States were asked to describe any major problems encountered in implementing the least restrictive environment provisions. A sample of 25 of these State comments were analyzed. Several States reported no problems. Of those cited by the others, one of the most often mentioned problems was the lack of trained personnel. Specific needs included special education teachers able to serve as resource consultants in training other school personnel to work with handicapped children, and special education teachers for severely handicapped children. Many States also saw a need for in-service training of regular classroom teachers. These needs were anticipated. In fact, whereas the Bureau's personnel preparation efforts had traditionally focused on university special education training programs, in recent years the primary emphasis has been on in-service training programs. (These efforts are described in Chapter 3.)

A related issue bears on the concept of "mainstreaming." Both the National Education Association (NEA)[26/] and American Federation of Teachers (AFT)[27/] support the concept of least restrictiveness, but only under certain conditions, including modifications in class size and the availability of appropriate support services. Regular classroom teachers in particular have been concerned about their lack of training in special education, their lack of behavior management techniques to use with "problem" handicapped children, and about the possibility that the instructional time they must devote to handicapped children will unfairly reduce the instructional time they can devote to nonhandicapped children. Given such concerns as these, it is perhaps not surprising that the Bureau's case studies indicate the emergence of tensions and outright resistance to mainstreaming in some school districts, particularly in those lacking any previous history of serving handicapped children. In-service training programs for these teachers and for school administrators have done much to dissipate these fears, but many teachers say that one training session, even if it lasts several days, is not enough. Teachers in many of the school districts included in the case studies are thus requesting that in-service training opportunities be greatly expanded. The Bureau has meanwhile launched a special effort to develop instructional media, materials, and methods specifically designed to help regular classroom teachers in their work with handicapped children. One such project funded by the Bureau is investigating ways of facilitating mainstreaming of the mildly handicapped through the use of tutors.[28] Another is focused on devising strategies for improving classroom management in "mainstreamed" elementary classes.[29] A third has developed a competency-based manual for in-service training in behavior management.[30] As research and development efforts such as these are completed, they will be disseminated to State and local educational agencies.

Peer Acceptance. During the period when the schools were preparing to implement P.L. 94-142, many school people expressed the fear that nonhandicapped children would not accept handicapped children. Case study data indicate, however, that these fears were not a major problem in the school districts studied.[31] The Bureau is supporting a variety of activities designed to facilitate the acceptance of handicapped children by their nonhandicapped peers. One such project involved the production and broadcast of 30 half-hour television shows about living with disabilities.[32] Another project determined those factors that ease children's acceptance of handicapped peers, especially in regular classrooms.[33] A third project resulted in the production of a classroom teacher's guide to P.L. 94-142 that includes a number of exercises useful in preparing regular students for the entry of handicapped children into the classroom.[34]

Administration. The issues involved in the appropriate placement of handicapped children are delicate and numerous. As school districts expand their services to handicapped children, administrators must make decisions about the location of programs, or about the need for new programs and services to place the handicapped child as close to his or her home as possible. Many public school administrators are moving ahead constructively and imaginatively. In one school district, for example, the staff has prepared and distributed a booklet describing the various programs available in the district,[35] as a means of encouraging placement teams to consider all available options when making child placement decisions. In another district, all available first floor classrooms in the city have been reserved for special education use, and new buses have been purchased to transport handicapped children to neighborhood schools. In yet another district, an abandoned elementary school has been converted into a center for severely and profoundly handicapped children who were previously placed in a private institution.

Several of the Bureau-commissioned position papers on methods of evaluating the least restrictive environment provisions describe administrative strategies for developing systematic and coordinated efforts.[36] One paper, for example, suggests the establishment of an administrative steering committee whose membership might include district level administrators, principals, school psychologists, special and regular class teachers, and parents of handicapped children. The committee's functions would consist of establishing, monitoring, and refining placement policies and procedures. Toward those ends the committee would examine existing programs and services for handicapped children, recommend modification where needed, establish a continuum of placement alternatives, coordinate resources and personnel for in-service training, and recommend any needed structural, administrative, or personnel changes. Another recommendation called for the development of a public communications program in which the media and perhaps various service organizations could be used to raise community awareness of the least restrictive environment mandate, the school district's current responses to that mandate, and the long-range goals involved. A related suggestion called for the participation of members of the board of education in such activities, and for involving them in in-service training programs.

While the development of these procedures was seen as a district level responsibility, the authors of the papers also emphasized the need for planning at the individual school building level, with school principals playing the key role in developing open communications, cooperative planning, and careful delineation of responsibilities among regular and special education personnel. One suggested strategy was the clarification of joint versus unilateral decision-making areas between the building principal and the district department of special education. Finally, several authors recommended the development of closer working relationships between school personnel and parents of handicapped children. To assist school administrators in implementing the least restrictive environment provisions, the Bureau has recently funded a 2-year study that will identify and describe particularly promising administrative strategies.[37]

Parent Attitudes. Although the availability of public schooling for handicapped children has long been a major goal of parent groups and other advocacy organizations, some parents of handicapped children find the least restrictive environment principle a matter of concern.[38] This is particularly true of parents who feel that their child's needs are being satisfied under present arrangements and that change would therefore be questionable, and even more particularly of parents who believe their children need an environment that is protective. Such feelings have in some cases led to disputes between schools and parents and have resulted in due process hearings. For example, based on provisions of its own legislation that are similar to those in P.L. 94-142, Massachusetts has had about 1,000 hearings during the past 2 1/2 years. Forty percent of these cases involved instances in which parents sought initial or continuing placements of their children in private schools or institutions.

P.L. 94-142 reflects particular concern regarding segregated placements, and the regulations state that no institutionalized child who is capable of receiving an education in a less restrictive setting may be denied access to that setting. Many school districts have consequently established a new priority of reevaluating the placements of children in public and private institutions.[39] In some instances -- an example is the Pennhurst case[40] -- large scale deinstitutionalization is occurring by court order. In others -- such as in Massachusetts -- deinstitutionalization is being emphasized by the State agency.

Summary

This chapter has raised a number of issues related to placement that have been of concern to people, even though data were not available to address all issues. However, available data indicate that while considerable progress has been made in implementing P.L. 94-142's least restrictive environment provisions, implementation continues to produce problems. There is particular need for the schools to broaden the options they can offer handicapped students -- in the academic and nonacademic areas alike -- and to provide additional training programs for teachers. Without these kinds of activities to buttress a commitment to the least restrictive environment principle, there is a risk that the regulations dealing with appropriate placement and the quality of needed services could be used as a rationale for preserving a system's status quo. Fears that a child might be emotionally harmed by rejection from nonhandicapped peers could be used as a justification for denying the handicapped child's access to a regular classroom. Even if such fears were real, a more appropriate response would be to develop programs that would attempt to modify these attitudes.

It was never anticipated that negative attitudes and prejudices toward the handicapped would automatically disappear with the passage of P.L. 94-142. However, with the commitment — evidenced particularly by the States and local school districts — to the development of attitudes and procedures which recognize that isolation of the handicapped child is also isolation for the "normal" child, the promise of the provisions is on its way to being realized.

3. What Services Are Being Provided?

Prior to the implementation of P.L. 94-142, studies1/,2/ demonstrated that a significant proportion of handicapped youth were not receiving the kinds and quality of services the Act is designed to afford. The Bureau intends to keep close track of this situation, through surveys, site visits, and other means, and will eventually report specific information regarding the services the nation's handicapped children actually receive. Considerable information is already available regarding the availability of trained teachers and the amount of training that will be needed for teachers to be able to provide the services that handicapped children need. These findings will be described in this chapter.

Kinds of Services Needed

The implementing regulations for P.L. 94-142 defined special education as consisting of "specially designed instruction, at no cost to the parent, to meet the unique needs of the handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions" (Section 121a.14). The associated term "related services" was defined as "transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education, and includes speech pathology, and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes" (Section 121a.13). This term also includes school health services, social work services in schools, and parent counseling and training.

Some of the specific activities necessary for serving handicapped children were spelled out by Kakalik, et al,[3],[4] including the following:

- prevention of handicapping conditions;
- identification of children who are handicapped (including diagnostic services);
- direction to service providers for matching a child's unique needs with the proper services to meet those unique needs;
- provision of sensory aids and other equipment;
- special assistance in obtaining an education;
- family involvement including involvement of the youth (parent counseling and training);
- special training in skills such as mobility, speech, and daily living;
- vocational training and job placement;
- recreation and social activity;
- personal care;
- transportation; and
- indirect supportive services such as personnel training, facilities construction, and research.

While the list outlines important services that should be considered when programming for the handicapped, it must be realized that the appropriateness of such services will vary greatly with the type of handicapping condition; thus, not every school should provide every service to every child. Implicit in the list and in the Act itself, though, are the fundamental ideas that education of the handicapped must include related services in addition to special education, whenever these services are needed, and that a wide array of services should be available to meet children's unique needs.

Provision of such an array of services to a population as diverse as the handicapped presents an enormous administrative challenge. The organizational response to that challenge most commonly appearing in the theoretical literature is one proposed by Reynolds[5] that takes into account both the type and severity of children's handicapping conditions. Reynolds' work has in turn provided a basis for the development of a number of different approaches, including the "Fail-Save" Program[6] which has been used (with minor modifications) in several settings, including some sparsely populated communities. The Fail-Save Program provides a continuum of services at different levels depending on the severity of a child's problems, and facilitates the integration of the severely handicapped into the public education system. The nature of the individual child's handicapping condition is used as the basis for deciding which of the multilevel services is most appropriate. Most pupils are found to be best served in regular classes, with the school system providing the particular kind and level of services needed by the individual child at a particular time.

In Madison, Wisconsin, the school district has developed a service delivery system described as "trans-disciplinary",[7] implying that the goal of the various professionals involved is to trade skills across disciplines. Under this system, all services must be provided in the classroom or home environment, thereby forcing the specialists to "trade" skills. The disciplines involved include occupational therapy, physical therapy, psychology, special education, speech and language therapy, and social work. Plans for the near future call for the inclusion of adaptive physical education, nutrition, nursing, medicine, art, and music. Because this broad approach would be difficult to support in sparsely populated areas, Smith and Pasternach[8] have recommended the formation of cooperatives. The function of a cooperative in such a geographic area would be to develop relationships that would pull together personnel, resources, and professional expertise across school district lines, and to develop procedures for integrating the several existing programs.

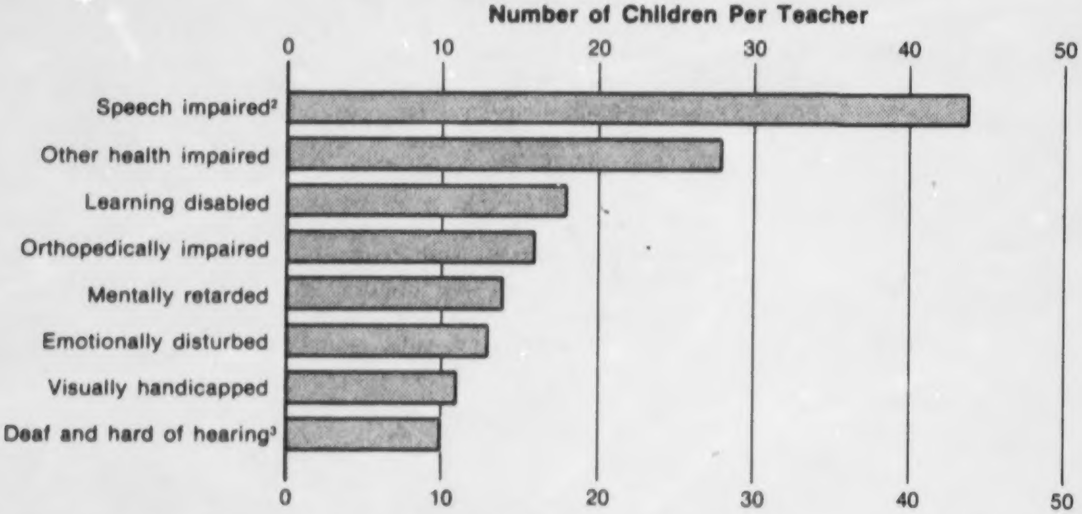
Although the choice of alternative ways of serving children under P.L. 94-142 necessarily depends on the particular children involved and the particular circumstances, the development of a program hierarchy can do much to help State planners determine future needs and future costs. In any case, organizing and managing the array of services required under P.L. 94-142 will inevitably challenge school districts during the coming years.

Intensity of Services

As was mentioned earlier, future Bureau-sponsored surveys will provide information about the services children actually receive. Meanwhile, State reports concerning available personnel provide useful data. For example, the numbers of special education teachers reported to be available during the 1977-78 school year were used to develop the teacher/handicapped pupil ratios shown in Figure 3.1. Personnel included in these calculations ranged from itinerant teachers to teachers of self-contained classrooms or resource rooms. The teacher/handicapped pupil ratios, as expected, depend on the nature of the handicapping conditions involved. For example, speech teachers were able to see large numbers of speech impaired children. Many deaf children, on the other hand, may need the full-time attention of a special education teacher, with the result that the teacher/deaf pupil ratio is much lower.

See Appendix D, Table D-3.1

Figure 3.1 Average Number of Handicapped Children Served Per Special Education Teacher[1] During School Year 1976-77



[1] The data includes handicapped children counted under Public Laws 89-313 and 94-142 for FY 1977. (All learning disabled children were included in the data regardless of the ceiling placed on such children for allocation purposes.) Special education teachers include regular, special, and itinerant/consulting teachers.

[2] Speech pathologists are included in this category.

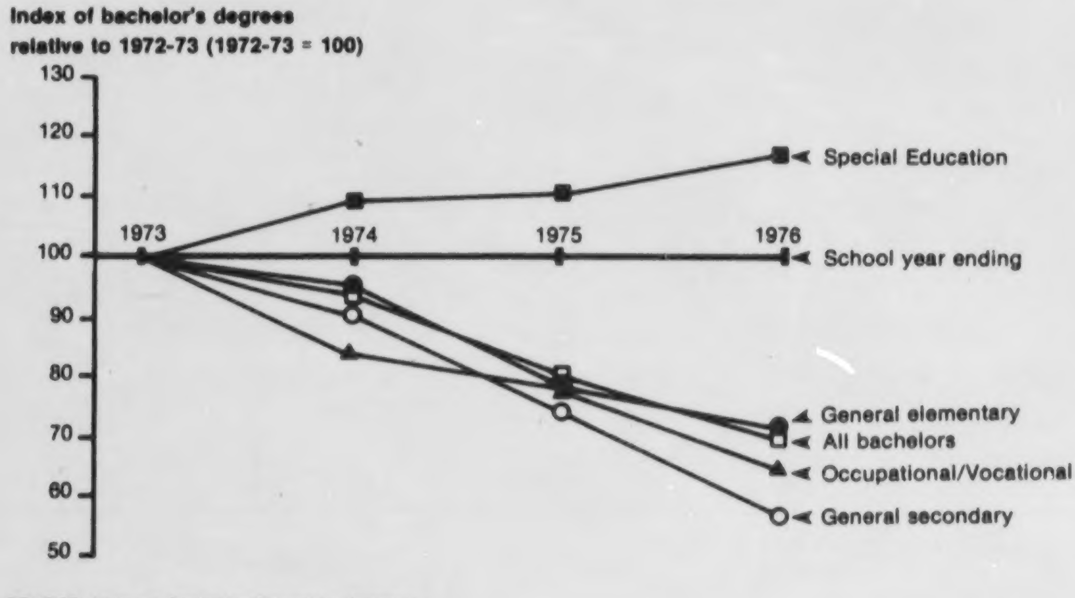
[3] Audiologists are included in this category.

Figure 3.1 does not indicate variations in ratios based on variations in the severity of children's handicapping conditions. However, in at least one court case[9] -- dealing with staffing ratios for institutionalized handicapped children -- the court specified ratios for special education teachers, resident care workers, nurses, and a variety of other personnel. Furthermore, the court order specified the following regarding the maximum size of classes: mildly retarded, 12; moderately retarded, 9; and severely and profoundly retarded, 6.

Availability of Teachers

Clearly a fundamental step in the successful implementation of P.L. 94-142 is the provision of an adequate supply of teachers and related personnel. It is thus worth noting that while the total number of teachers being trained in the United States is dropping, the National Center for Education Statistics (NCES) reports a steady growth during the past few years in the number of graduates in special education (see Figure 3.2).[10] With the aid of Bureau funds, the nation's colleges and universities have responded to a demand foreseen during the drafting of P.L. 94-142 and accentuated by the Act's ultimate passage.

Figure 3.2 **Supply of Beginning Teachers by Area**

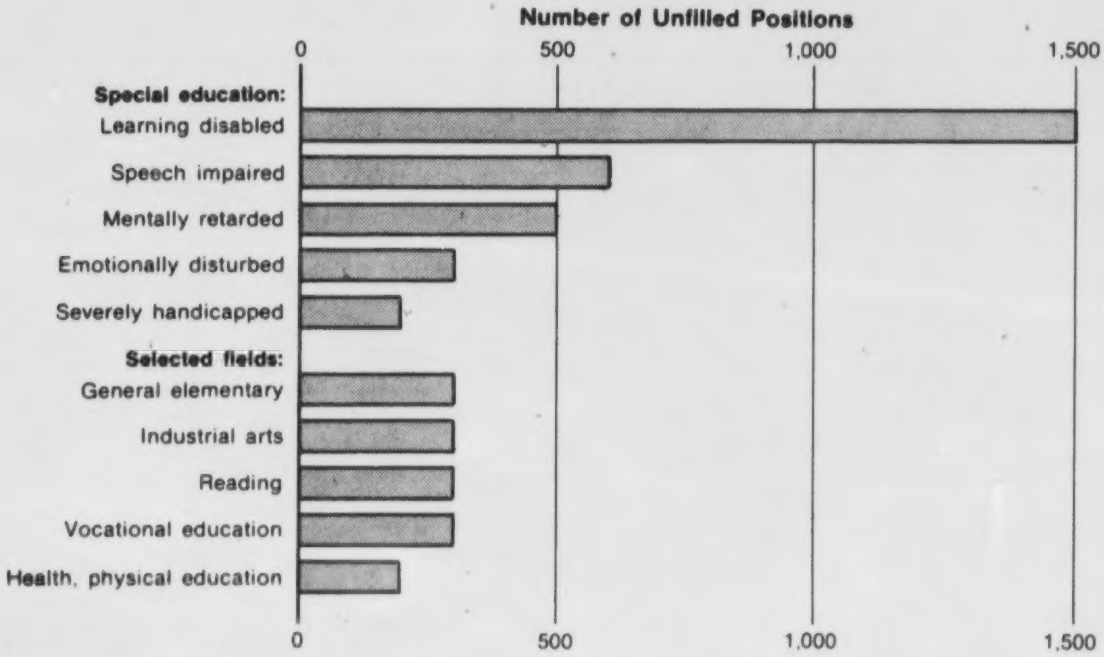


SOURCE: National Center for Education Statistics.

Despite the recent growth in the number of special education professionals, however, the supply falls short of the demand. For example, as of the Fall of 1977, NCES reported a shortage of about 3,300 trained special educators, primarily specialists in learning disabilities (see Figure 3.3).11/ Moreover, that figure is probably unrealistically low, since it was based on funded vacancies, rather than on the number of positions needed to provide all handicapped children with full educational opportunities. Furthermore, the respondents to the NCES survey were queried only a few months after P.L. 94-142 was enacted, at which time many were probably unaware of the new Act's requirements.

Subsequently, as part of their first Annual Program Plan for implementing P.L. 94-142, the States were asked to identify the number of personnel available and the number that would be needed over the following 2 years. Their projections, shown in Figure 3.4, suggest that the NCES data may underestimate the need. For example, whereas NCES

Figure 3.3 **Unfilled Teacher Positions,[1] Fall 1977**

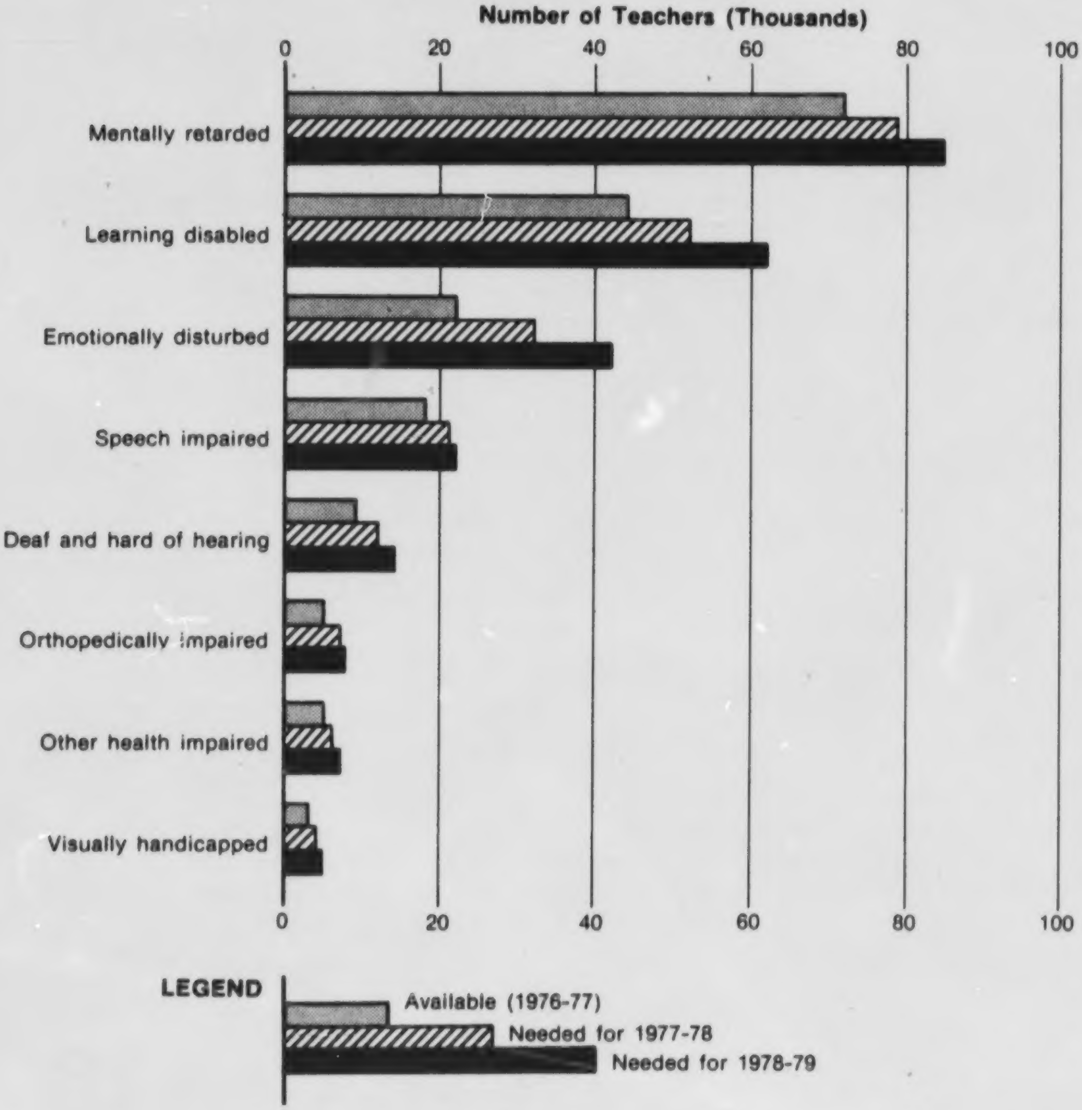


SOURCE: National Center for Education Statistics.

[1] Position openings for which teachers were sought but were unable to be hired because qualified candidates were unavailable.

See Appendix D, Table D-3.4

Figure 3.4 **Special Education Teachers Available and Needed by Type of Handicapping Condition of Child Served**[1]



[1] Some States combined categories. See Appendix D, Table D-3.4.

found some 1,500 vacancies in the area of learning disabilities (by far the biggest portion of the overall shortage), the State estimates for additional needed teachers of learning disabled students for 1978-79 approached 18,000. Overall, the State data indicated that approximately 65,000 new teachers of special education would be needed for the 1978-79 school year. Assuming the normal 6 percent attrition rate for special education personnel, the need could reach some 85,000 by 1979. Yet, despite intensive efforts, only about 20,000 new special education teachers are being produced each year.

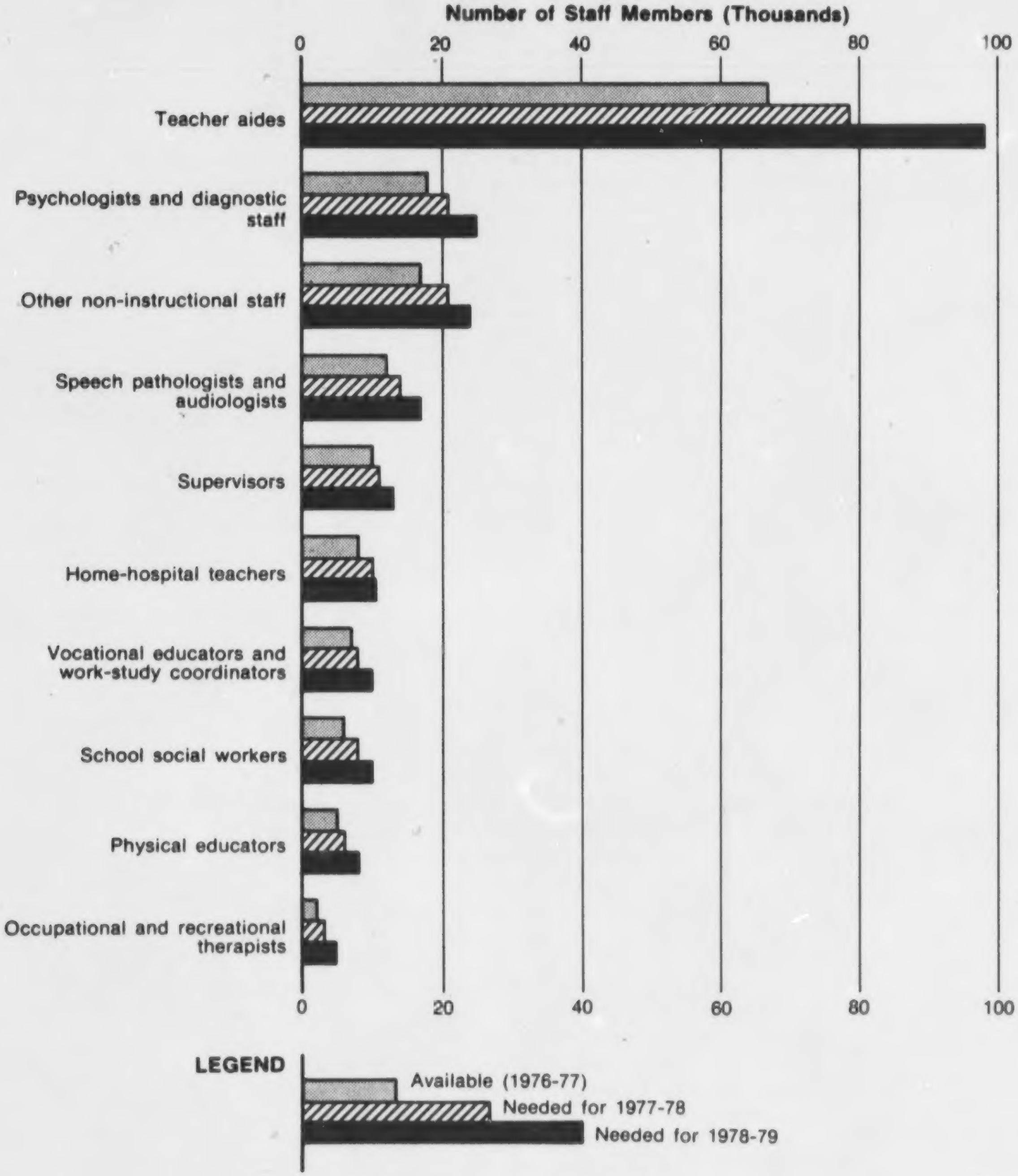
To develop appropriate teacher/child ratios and to serve newly identified children, the State-estimated need for additional special education personnel in the 1979-80 school year ranges from 1,274 new teachers of visually handicapped children to 20,310 new teachers for emotionally disturbed children. Regarding the latter, the number of available teachers is fairly high relative to the number of emotionally disturbed children currently being served. However, if -- as current estimates predict -- 2 percent of the school-aged population proves to be emotionally disturbed, the number of such children could reach approximately one million, far more than the schools are now prepared to handle. Many of these children have not been served in the past. And of those who were, most were served by institutions and agencies other than the public schools, a practice that P.L. 94-142 -- with its incentives to return them to the public schools -- may sharply curtail.

The States also reported the number of personnel available and needed to provide related services (see Figure 3.5). For example, it was estimated that an additional 31,000 teacher aides would be needed by 1979. Though most States do not allow aides to provide direct instruction, those aides can monitor classrooms, develop materials, or assist in communicating with parents.

It is clear that States perceive a considerable need for new special education teachers and related personnel, and just as clear that, until these personnel are acquired, handicapped children may not receive the variety of services they need. Thus, teacher training programs are an important precursor to assuring that handicapped children receive special education and related services designed to meet their unique needs.

See Appendix D, Table D-3.5

Figure 3.5 School Staff Other Than Special Education Teachers Available and Needed[1]



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[1] Some States combined categories. See Appendix D, Table D-3.5.

In addition to the needs for special education teachers, there has been a growing demand on institutions of higher education to provide special preservice courses that prepare regular education teachers to work with handicapped children in the classroom and special education teachers to play supportive or consultant roles. To help respond to that demand, the Bureau's Division of Personnel Preparation has supported a series of projects which provide universities an opportunity to develop a range of teacher training alternatives. A dramatic example of the kinds of changes that have occurred is provided by a project at the University of Vermont, Burlington. There the College of Education has eliminated all its departments, so that faculty in various disciplines can work closely together to develop a mainstream training program that views all teachers as "human service educators." In another project -- at Indiana University, Bloomington -- the School of Education has been reorganized into new divisions, including one in which all disciplines work together to develop programming for regular and special education teachers as well as for students interested in alternative education and multicultural education. Thus, regular education teachers receive training from special education teachers and curriculum specialists, while special education teachers are exposed to new and differing roles they may play.

The importance of assuring that the various training needs and efforts within a State are given adequate attention is also recognized in P.L. 94-142, which requires a system of personnel development sufficiently comprehensive to ensure that the trained personnel necessary to carry out the Act's purposes are in fact available. In developing their plan for meeting this requirement, the State educational agencies must ensure that all public and private institutions of higher education and all other agencies and organizations that have an interest in the preparation of personnel for the education of the handicapped are given an opportunity to participate in the development, review, and annual updating of the personnel preparation system. The statewide planning efforts are expected to encourage the development of more relevant special education training programs and to assure that trained personnel are appropriately distributed within the State. Further, the Act calls upon the State educational agencies to ensure that in-service training programs are available to all personnel engaged in the education of handicapped children.

In-Service Training Programs

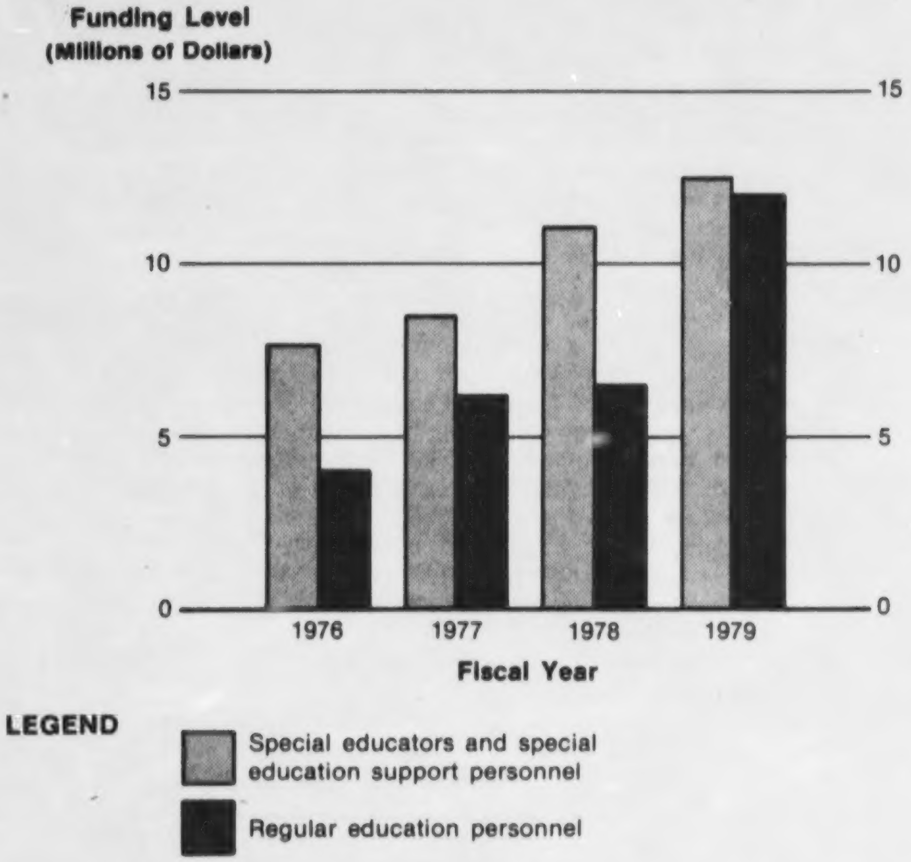
Beginning in the earliest stages of planning for P.L. 94-142's implementation, the Bureau has recognized, as have other professional educators,[12],[13] that effective in-service training programs would be essential to assuring that the Act achieves its purposes. Moreover, implicit in P.L. 94-142 are basic changes in the organization and operation of the schools and in the responsibilities and opportunities given to "regular" school personnel and administrators. Section 121a.382 of the regulations defines in-service training as "any training other than that received by an individual in a full-time program which leads to a degree." Put another way, in-service training is distinguished by the working status of its recipients and by their individual needs for training.

The necessity for well-organized and well-conducted training and supplementary dissemination activities led the Bureau's Division of Personnel Preparation to launch in 1974, a systematic strategy by which the funding of in-service training programs was to be steadily increased. In FY 1974, the proportion of Division funds allocated to in-service programs was 3.8 percent, with 27 projects being funded. For FY 1975, the allocation came to 10.2 percent and involved 90 projects. Then, in FY 1976, a further distinction was made between the Division's investment in in-service training opportunities for special educators and those for regular educators. As Figure 3.6 shows, particular emphasis has been placed on the training of regular teachers, in consonance with the increasing placement of handicapped children in regular classrooms. This is not to say, however, that the need for special education teachers has dropped — the contrary is true -- or that the Bureau is slighting them. In fact, as Figure 3.7 shows, programs now underway will provide in-service training for a projected 32,085 special education teachers for the 1979-80 school year. Nonetheless even more dramatic increases are projected in the number of regular education teachers who will receive training: from 11,543 to 45,929.

In addition to the training programs funded by the Division of Personnel Preparation, the 16 Bureau-supported Regional Resource Centers (RRCs) have provided in-service training programs to 8,124 teachers in 40 States. These training programs have focused on diagnosis of handicapped children, development of individualized programs, vocational planning for secondary students, and needs assessment. Members of the RRC staffs plan to continue and possibly increase their in-service training activities, as increases occur in the number of handicapped children placed in regular classes.

The Division of Innovation and Development also has supported in-service training, particularly in the area of preschool services. At the core of these training activities is the proposition that prevention and early identification of handicapping conditions remain crucial to the provision of appropriate services to handicapped children, and that there is a continuing need for in-service training programs for school personnel who work with preschoolers. Largely as a consequence of these efforts, there has been an increase, since 1977, of

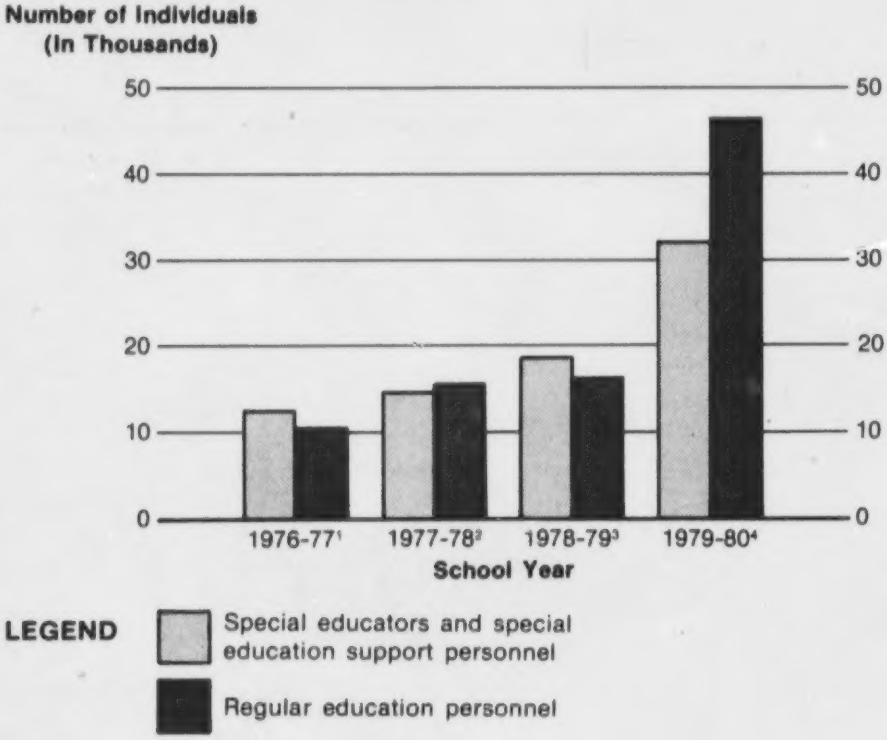
Figure 3.6 **Inservice Training Supported by the Personnel Preparation Program During Fiscal Years 1976-79**



3,012 (71 percent) school personnel trained to work with handicapped preschoolers (see Figure 3.8).

The Bureau expects that, by providing training opportunities through such a variety of sources, it will assist States and school districts to more quickly provide appropriate services to handicapped children. The number and variety of teacher training efforts supported by the Bureau are necessary to meet P.L. 94-142's mandates.

Figure 3.7 Number of Individuals To Receive Inservice Special Education Training During School Year 1976-77 to 1979-80

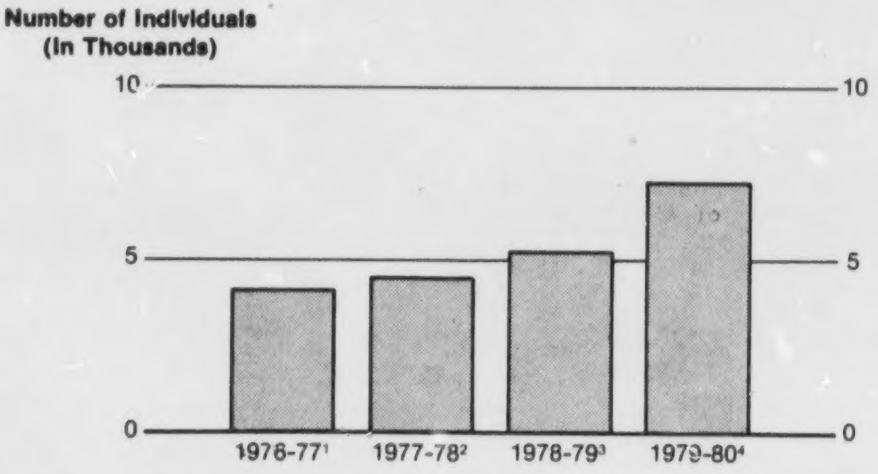


¹Funded from fiscal year 1976 funds
²Funded from fiscal year 1977 funds
³Funded from fiscal year 1978 funds
⁴Funded from fiscal year 1979 funds

Individualized Education Program

Beyond the activities described above, it is important to ensure that the services provided to individual children are indeed appropriate for those children. Thus among the advances called for by the Act is a requirement that each handicapped child be provided an Individualized Education Program (IEP) that describes the extent to which the child will participate in regular classrooms, the period of time to be covered by the IEP, and the criteria and procedures that will be used to evaluate the program's effectiveness. The IEP should also include a statement of the specific services needed by the child irrespective of whether those services are actually available.[14] The Act also requires that parents -- and where possible, the child -- participate in developing the IEP, thus providing an opportunity for parents to judge for themselves whether the school will provide their child with the services they feel are necessary for an appropriate education.

Figure 3.8 **Number of Individuals To Receive Inservice and Preservice Training Supported by the Handicapped Children's Early Education Program, School Years 1976-77 to 1979-80**



[1]Funded from fiscal year 1976 funds
[2]Funded from fiscal year 1977 funds
[3]Funded from fiscal year 1978 funds
[4]Funded from fiscal year 1979 funds

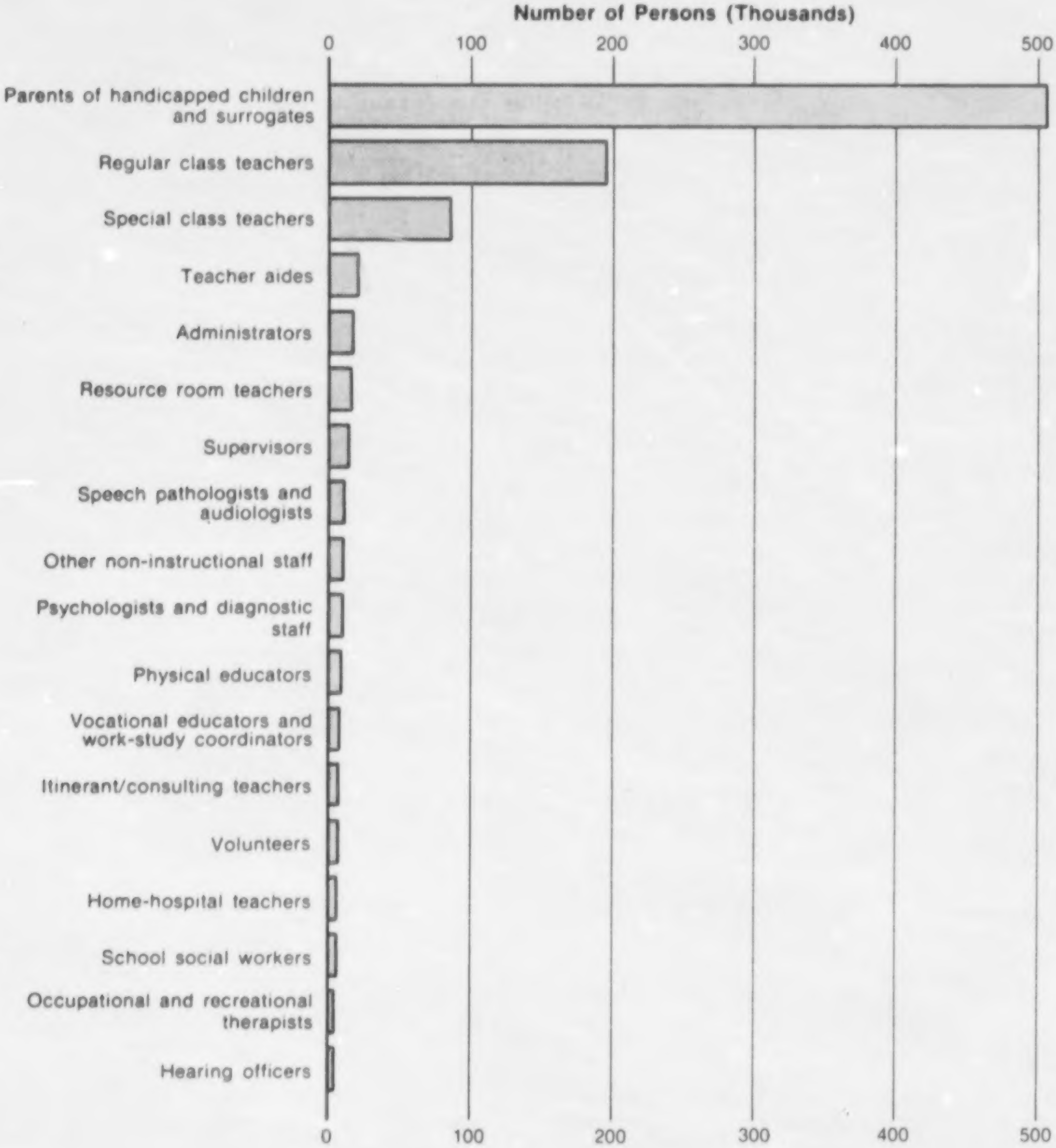
The requirement for individualized programs is so new, and the responses to that requirement vary so widely within and across States,[15] that it is difficult to determine how well the requirement is being implemented nationwide. Recent studies[16],[17],[18] indicate that the early implementation has varied depending on teacher and parent attitudes and the amount of training teachers received in developing IEPs, and that many local educational agencies have experienced administrative problems in organizing assessment team and IEP team meetings.

Of particular concern to the Bureau was the extent to which the regulation regarding the preparation of individualized programs may have been either so constraining that some schools could not meet the Act's requirements, or so loose that schools would not truly respond to the Act's intentions. Findings from a study conducted by SRI International[19] suggest that neither of these problems arose to any large degree. The regulation ensured a variety of points of view, while allowing flexibility in the actual staff members used to develop the program.

A second area of concern was whether school staffs were receiving adequate training in the development of individualized education programs, since traditional training efforts had primarily been concerned with methods of teaching. The response to this concern came from the Annual Program Plans submitted by States. These plans indicated that the States were initiating a wide array of training activities related to the preparation of IEPs, together with the dissemination of appropriate background material (see Figure 3.9), and that these activities were geared not only to school system personnel of all kinds, but to parents as well.

See Appendix D, Table D-3.9

Figure 3.9 Training and Dissemination Activities Related to Individualized Education Programs Projected by States for School Year 1977-78



Summary

In general, it appears that the States and school districts are making sincere and determined efforts to provide the kinds of services P.L. 94-142 calls for, even though these services are extensive and widely varied. It is also clear that training programs and other activities now underway, even though significant, may still be inadequate to meet the needs reported by States. The Bureau expects to see improvements in personnel available in future years, but still plans to conduct a special survey of the services children actually receive, so that more precise data on these services will be available.

4. What Administrative Mechanisms Are in Place?

As amended by P.L. 93-380 and P.L. 94-142, the Education of the Handicapped Act requires each State educational agency (SEA) to ensure that a "free appropriate public education" is afforded to all handicapped children within the State, with the understanding that the SEA's responsibility extends to the educational services provided by other agencies. Under this requirement, the SEA sets education standards for all agencies within the State and exercises general supervision over their education activities. Each SEA is responsible for administering, monitoring, and evaluating the Act's implementation. In short, just as the U.S. Office of Education has administrative responsibility for the manner in which the States implement the Act, the States have administrative responsibility for the manner in which the Act is implemented by the local school districts.

The Bureau's Administrative Role

Within the U.S. Office of Education, the Bureau of Education for the Handicapped has responsibility for administering P.L. 94-142, and has done so through four activities: (1) drafting and refining necessary regulations, (2) stimulating interagency coordination of policies and procedures bearing on education of the handicapped, (3) monitoring the implementation of P.L. 94-142 and other related legislation and providing technical assistance to the States, and (4) evaluating the effectiveness of implementation of these laws.

Regulations

P.L. 94-142 required the Commissioner of Education to develop rules and regulations clarifying the Act's implementation. Since these regulations would do much to govern the way in which the Act would be carried out, the Bureau went to great lengths to obtain comments and suggestions from handicapped people, parents of handicapped children, "regular" and special educators, representatives of advocacy groups, State and local officials, and others with a concern for the education of the handicapped. From January through July of 1976, the Bureau held more than 20 public meetings, attended by about 2,200 persons. Hundreds of other people accepted the Bureau's invitation to comment by letter. In May, the Bureau divided the array of comments it had received into 12 broad topics, and a month later convened 12 teams representative of the various interest groups to review the comments and incorporate them into position papers. In all, about 180 people participated in these teams, and their written work ultimately served as a basis for the proposed rules that were published on December 30, 1976.

Thereafter, in addition to the established 60-day period during which all interested persons were invited to comment on proposed rules, the Bureau held public hearings in Washington, D.C., San Francisco, Denver, Chicago, Boston, and Atlanta. The comments offered at these meetings, together with more than 1,600 written comments, were studied and analyzed in preparation for publication of the final regulations, on August 23, 1977.

Supplemental regulations setting forth procedures for evaluating specific learning disabilities were published in the Federal Register on December 29, 1977, also after having undergone an extensive review and public comment process. Following a series of meetings with experts and citizens representing various advocacy groups, including both parents and professionals, a draft concept paper was developed. That paper was shared in a meeting with SEA representatives, and resulted in proposed rules. A 120-day comment period followed publication of these proposed supplemental regulations, and public hearings were held in Washington, D.C., San Francisco, Denver, Chicago, Boston, and Atlanta. In addition, the proposed regulations were a major topic at the national conference of the Association for Children with Learning Disabilities. The Bureau received and reviewed more than 980 written comments before publishing the final regulations, which, upon acceptance by the Congress, allowed removal of a 2 percent limit (or "cap") on the number of children with specific learning disabilities who could be counted for allocations under Part B of the Act.

During the subsequent months the Bureau directed efforts towards clarifying the regulations, by responding to inquiries and by sending informal memoranda to Chief State School Officers concerning such key matters as evaluation team requirements for learning disabled children and the particular content of individualized education programs (IEPs).

The Bureau has been keenly sensitive to the fact that regulations can become overly prescriptive and in fact some State and local educators felt that this was the case with the regulations covering P.L. 94-142, particularly where the Federal requirements differed from State or local procedures. Other concerned persons argued, however, that the Federal requirements were not sufficiently precise or detailed to ensure that all handicapped children would be given access to equal educational opportunities. As with any new legislation, a period of practical exposure both to the Act itself and to the regulations is essential to meaningful discussions of the Act's overall merit or to any consideration of amending it. Those problems that persist will lead to later modifications in the Act or the regulations.

Interagency Coordination

Overall, the Federal government supports nearly 130 different programs focused on the handicapped.[1] Many of these programs are what is termed "categorical" -- that is, they offer support to members of a particular handicapped group, such as the developmentally disabled. Other programs are noncategorical, and support particular kinds of services, such as the Early and Periodic Screening, Diagnosis and Treatment program (EPSDT). While there is agreement that handicapped individuals need a wide range of health, educational, and social services, these services are often not coordinated.[2]

In the case of services for the handicapped, the problem is illustrated by the number of agencies mandated under various laws to identify and diagnose handicapped children. State Crippled Children Agencies have been providing diagnostic services under Title V of the Social Security Act since 1935. Now, Medicaid does also, through its own EPSDT program. So does Head Start. Moreover, many SEAs have supported child evaluation activities in local educational agencies. Given the array of agencies and organizations involved in this and many other programs for the handicapped -- and given also the various legislative mandates -- it is almost inevitable that problems will arise from such matters as the lack of common standards and duplication of efforts, and that handicapped persons or their families may be frustrated when trying to find a way through the maze.

The Bureau has undertaken a major effort to bring increased order into this pattern. This effort was launched with the enactment of the P.L. 93-380 amendments to the Education of the Handicapped Act and was intensified with the onset of P.L. 94-142. Two basic objectives are involved: first, to resolve apparently conflicting statutory requirements; and second, to coordinate the delivery of services and program funds flowing from the various agencies involved. Following are six examples of how this initiative is being carried out:

Office of Child Health (Title XIX of the Social Security Act). Medicaid has become a major provider of health screening, diagnosis, and treatment of young handicapped children from low-income families. The Bureau has therefore worked closely with the Office of Child Health, which administers this Medicaid program, to participate in a series of national conferences designed to inform State officials more fully about Medicaid's EPSDT services and to achieve closer Federal-State collaboration. Additionally, the Bureau has sought a closer school involvement in these Medicaid services, either through the certification of schools as direct EPSDT providers or through the development of agreements that would allow Medicaid services to be provided in a school setting. These agreements allow Medicaid services to be more closely linked with educational services.

Bureau of Community Health Services (Title V of the Social Security Act). Two activities -- the Maternal and Child Health program and the Crippled Children program -- are administered by the Bureau of Community Health Services (BCHS). Both are concerned with diagnosis and treatment of handicapped children. The Bureau arranged with BCHS for the joint support of six State projects to develop and demonstrate collaborative health/education programming.

Rehabilitation Services Administration (RSA) and Bureau of Occupational and Adult Education (BOAE). Under different legislative mandates, both the RSA and BOAE seek to increase the prospects of employment for handicapped individuals. Given the interest of the Bureau in efforts of this nature, it has developed various collaborative activities with both entities, including the issuance of a joint policy statement regarding the collaborative preparation of IEPs under P.L. 94-142 and of the "individualized written rehabilitation plans" required under recent amendments to the Vocational Rehabilitation Act. Toward further strengthening this kind of mutual effort, a national conference on collaborative programming is planned for February 1979.

Public Services Administration (Title XX of the Social Security Act). State agencies administering Title XX of the Social Security Act have traditionally provided a wide variety of services to handicapped children. However, confusion arose as to the continuing role of Title XX after the enactment of P.L. 94-142, with some Title XX agencies taking the position that they should no longer provide such services (including day care, which P.L. 94-142 does not authorize). The Bureau and the Public Services Administration (PSA) have issued a joint clarification statement to address issues raised by the States, and the Bureau has initiated additional negotiations with PSA.

Administration for Children, Youth, and Families (the Head Start Program). Head Start grantees are required to ensure that at least 10 percent of the children they enroll have handicaps. Thus the program is currently serving some 40,000 handicapped children between the ages of 3 and 5. Toward assuring that these children receive the kinds of services that P.L. 94-142 guarantees, the Bureau and the Administration for Children, Youth, and Families have developed and issued a series of joint policy statements encouraging collaboration between individual Head Start programs and their nearby local educational agencies. Among other things, these policy statements seek to assure that handicapped children in Head Start programs receive the services that are available from the local educational agencies (LEAs) and that appropriate preparation is made for their referral to the LEA when they reach school age.

Office for Civil Rights (OCR). Spurred in particular by the "civil rights" provisions that have been added to the Education of the Handicapped Act in recent years, the Bureau and HEW's Office for Civil Rights have established a continuing relationship and are currently cooperating on seven technical assistance projects.[3/] These projects are designed to develop and disseminate information and training packages to SEAs and LEAs concerning the civil rights provisions of P.L. 94-142.

These six cooperative arrangements having been established, the Bureau is now developing similar initiatives with the National Institute of Mental Health (Community Mental Health Center program), ACTION, and HEW's Bureau of Developmental Disabilities.

Monitoring

The third of the four basic functions performed by the Bureau in administering P.L. 94-142 is that of monitoring the Act's implementation, as called for by Section 616(a) (and as distinguished from the evaluation activities called for in Section 618). There are four components to the Bureau's monitoring procedure: (1) the review of each State's Annual Program Plan, (2) program reviews conducted within the States, (3) procedures for processing complaints, and (4) procedures for responding to requests for waivers.

Annual Program Plan Reviews. The General Education Provisions Act (GEPA) requires each State to submit an Annual Program Plan (APP). No funds may be awarded unless a completed APP has been received and approved by the Commissioner. The APP serves as the basis for all of the activities the States will subsequently carry out. Toward helping the States do the best possible job with their plans for FY 1978, the Bureau made available to them a checklist that specified the approval criteria that would be used by the Bureau. An indication that the checklist was helpful was the fact that all FY 1978 plans submitted to the Bureau won approval. One State -- New Mexico -- did not submit a plan and is not, at present, receiving support under P.L. 94-142.

The Program Administrative Review. Although the Annual Program Plans provide a great deal of information about the implementation of P.L. 94-142, they report only planning data. Actual progress can effectively be measured only through observation. The Bureau has therefore established a system of regular visits to the 58 States and territories to conduct Program Administrative Reviews (PARs). The basic purposes of the PARs are first, to determine the degree to which an individual State's policies, procedures, and practices are consistent with Federal regulations and the State's Annual Program Plan; and second, to document the extent to which handicapped children in institutions supported by P.L. 89-313 funds are also receiving -- as is their right -- benefits afforded under P.L. 94-142.

The Bureau conducts reviews of this nature in at least one-half of the States and territories each year, with each review typically consisting of a

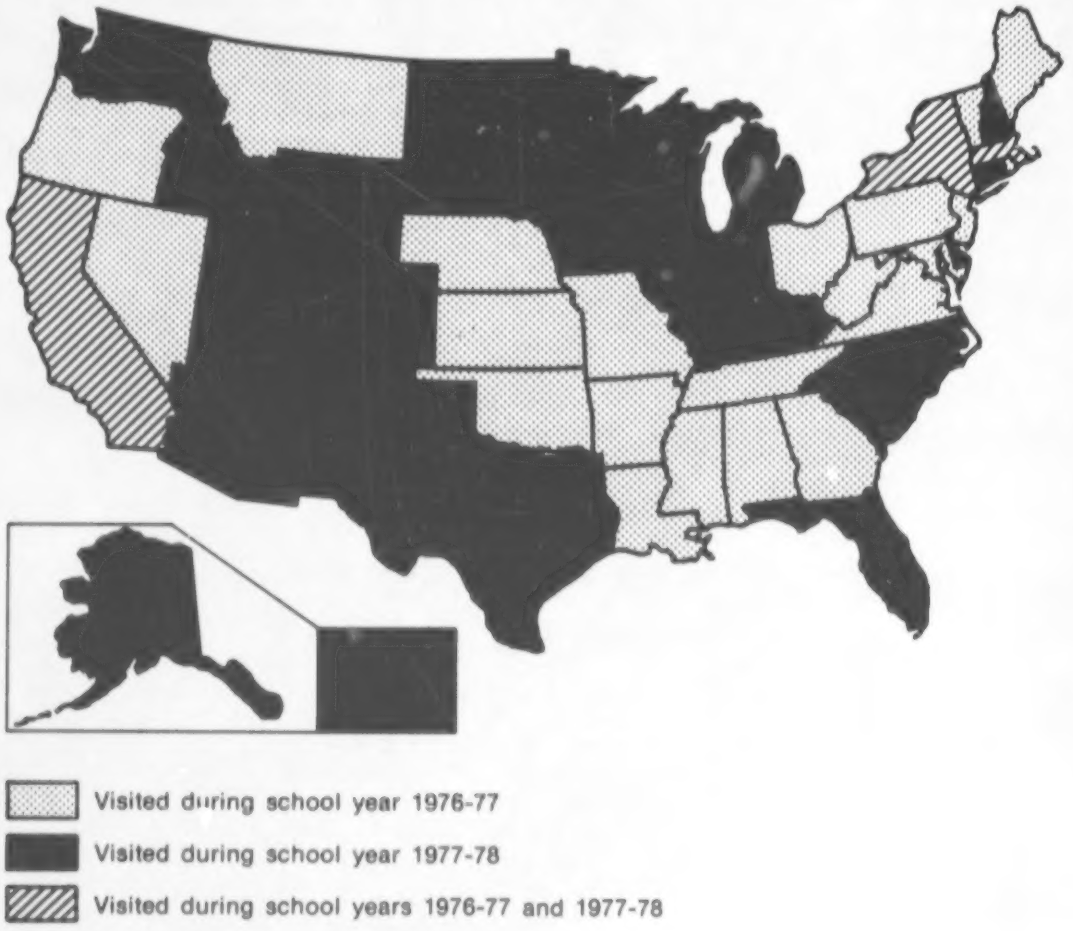
5-day stay by a team of four or more Bureau staff members. During this period the teams visit local school programs, State-operated or supported programs, and State educational agencies, and they interview SEA personnel, local educational administrators, administrators of State-operated or State-supported programs, representatives of parent groups, representatives of teacher organizations, and at least one member of the State's P.L. 94-142 advisory panel. Decisions as to which local school districts and State-operated or supported programs will be visited are based on the results of questionnaires sent to a sample of school districts in the State. The ultimate choices are based on: (1) possible needs for technical assistance, (2) potential noncompliance problems, or (3) evidence of successful procedures for complying with the Federal statutes and regulations.

Following each visit, a draft report of the team's findings is sent to the SEA for comment, with the final report being developed only after these comments have been considered. Where evidence of noncompliance is found, the report describes the necessary corrective actions and sets a deadline for effecting them. The monitoring process is continued until compliance has been achieved. Figure 4.1 indicates the locations of the PARs conducted during the 1976-77 and 1977-78 school years, and Figure 4.2 summarizes the PAR Process. The States of New York and California were visited in both years.

Toward helping the States prepare for the implementation of P.L. 94-142, the 1976-77 PARs differed somewhat from those during 1977-78, in that the former provided the States with two different reviews. The first was a determination of the extent to which State activities complied with provisions of P.L. 93-380, which included only some of the requirements of the subsequently enacted P.L. 94-142. The second review was an assessment of the extent to which individual States were approaching compliance with provisions scheduled to become effective under P.L. 94-142, together with technical advice on how to correct practices that would not be in compliance with the new law. In performing these services, the 1976-77 program review staff looked at 17 different kinds of State activities, five of which would be covered by provisions of P.L. 94-142. Beginning with the 1977-78 school year, the program review visits focused on the provisions both of P.L. 94-142 and of P.L. 89-313. Table 4.1 lists the 30 programmatic variables which were examined in the 1977-78 program reviews.

Complaint Management System. The Bureau's third monitoring component, a complaint management system, is being designed to respond to the following kinds of issues: (1) allegations that a particular child or group of children is not receiving a free appropriate public education; (2) problems encountered by the States as a result of apparent conflict between State laws, policies, or practices on one hand, and Federal requirements for implementation of P.L. 94-142 on the other; and (3) a combination of these situations in which, for example, a complaint brought on behalf of an individual child or group of children might lack substance under State law or established practice but might fall within Federal requirements.

Figure 4.1 **States Visited for Program Administrative Reviews During School Years 1976-77 and 1977-78**


Visited during school year 1976-77
Visited during school year 1977-78
Visited during school years 1976-77 and 1977-78

Whatever its type, each complaint will be investigated by a member of the Bureau staff. If the alleged violation is determined to have substance and to pertain to Federal provisions, staff members will work with State agency personnel and other concerned parties towards resolving the conflict.

Waiver Procedures. Also under development is a fourth component of the monitoring process -- a waiver procedure. At least 75 percent of the Part B funds appropriated under P.L. 94-142 are distributed directly to local school districts, with the proviso that the Federal money not be used to supplant State or local funds. However, the U.S. Commissioner of Education may in part waive this restriction upon

Figure 4.2 **The BEH Program Administrative Review Procedure**

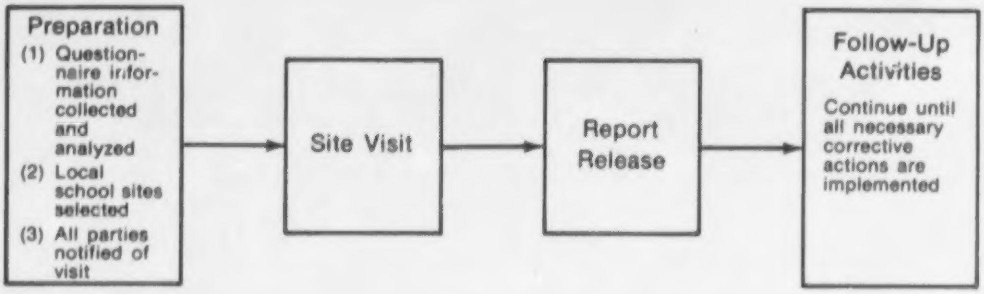

Preparation
(1) Questionnaire information collected and analyzed
(2) Local school sites selected
(3) All parties notified of visit
Site Visit
Report Release
Follow-Up Activities
Continue until all necessary corrective actions are implemented

Table 4.1 **Program Administrative Review Variables**

1. Submission of Annual Program Plan
2. Right to education policy
3. Full education opportunity goal
4. Priorities
5. Child identification, location, and evaluation
6. Individualized Education Program
7. Procedural safeguards
8. Confidentiality
9. Least restrictive environment
10. Protection in evaluation procedures
11. Comprehensive system of personnel development
12. Participation of private school children
13. Placement in private school
14. SEA responsibility for all educational programs
15. Program monitoring
16. Program evaluation
17. Reporting
18. Child count
19. Administration of funds by SEA
20. Administration of funds by LEA
21. State advisory panel
22. State agency eligibility to participate under P.L. 89-313
23. Eligibility of children to receive benefits
24. Children transferred to LEA's from State operated programs
25. Measurable project goals and objective
26. Evaluation of education achievement of participating children
27. Project monitoring and technical assistance by SEA
28. Dissemination of project findings
29. Distribution of funds among eligible schools and children
30. Use of funds to supplement and not supplant

request by an SEA and with the submission of clear and convincing evidence that all handicapped children in the State have available to them a free appropriate public education.

Such a request was recently made by the Massachusetts Department of Education. As no formal waiver procedures had yet been developed, the Bureau and the Massachusetts Department of Education agreed to the following procedures for this particular case: (1) the Department would provide the Bureau with statewide statistical data, (2) it would also share with the Bureau the results of a special study it had made concerning the implementation of the Act, (3) members of the Bureau staff would review practices at 14 local school districts and five State-operated programs, (4) Bureau staff members would interview SEA personnel, and (5) Bureau staff would hold two informal hearings and would meet with parent groups and representatives of various State-level organizations.

Shortly before the Massachusetts request, the Bureau had initiated a project to develop waiver requirements, procedures, and criteria. Products to date from the project have included a case study of the Massachusetts waiver review and a report of the Massachusetts experience as a field test and evaluation of waiver procedures. The project staff have also reviewed other Federal monitoring practices and analyzed their implications for Bureau waiver procedures. These interim analyses have provided the valuable information for developing waiver requirements, procedures, and criteria.4/

Evaluation

In addition to its responsibilities for monitoring the implementation of P.L. 94-142, the Bureau is called upon to evaluate the progress being made under the Act and to assist the Commissioner of Education in preparing an annual report to the Congress, as specified by Section 618. Based on this Section and on the concerns expressed by the Congress in the introduction to the Act, the Bureau -- with a great deal of assistance -- ultimately developed a list of six overriding evaluation questions.

The procedures followed in drawing up these questions were similar to those established for drafting the P.L. 94-142 regulations, in that all those directly concerned with the Act's administration were invited to participate. A Bureau task force organized to lead this effort realized that, although the evaluation findings would be of particular concern to the Congress and Federal administrators in the DHEW, the Office of Education, and the Bureau, they would also be of interest and use to other agencies and organizations -- especially the States -- and that this broader audience should be kept in mind. The task force therefore arranged for consultation and review by appropriate officials and program officers at all levels in the Office of Education and the Department of Health, Education, and Welfare; by members of Congressional staffs; by State directors of special education and State evaluators; by leaders of professional associations and advocacy groups; and by members of the academic community. Establishing the questions and the evaluation procedures took nearly a year. Both underwent intensive review by all concerned, with each new formulation then closely evaluated in terms of the initial concerns raised by Congress and the requirements of Section 618 of P.L. 94-142.

The six questions that ultimately emerged fom this process form the framework for this report and provide its chapter headings. Following are the six questions and the rationale for them:

1. Are the intended beneficiaries being served? This question deals with the number and kinds of children being served by States in accordance with the provisions of P.L. 94-142. Its importance stems both from the fact that funds are allocated on the basis of the State counts of such children and from provisions in the Act aimed at preventing erroneous classification.

2. In what settings are the beneficiaries being served? The importance of this question stems from provisions of P.L. 94-142 requiring that children served by the Act be educated in the least restrictive environment commensurate with their needs.

3. What services are being provided to beneficiaries? This question addresses such matters as the kinds of teachers and other professionals available for P.L. 94-142 purposes and the special kinds of materials and assistance the children are receiving. This information provides a basis for personnel planning, as well as for improving the education system.

4. What administrative mechanisms are in place? This question seeks information about the range of Federal and State activities undertaken to assure smooth and efficient management of the provisions of the law.

5. What are the consequences of implementing the Act? This question concerns not only the administrative and fiscal impact of P.L. 94-142 on the State and local school systems but also the reactions it has generated in the schools and in the community in general. Information of this sort is valuable both in improving administrative procedures and in establishing technical assistance priorities.

6. To what extent is the intent of the Act being met? This question concerns progress being made toward the achievement of the several goals of the Act, particularly that of assuring a free appropriate public education to every handicapped child.

As well as guiding the evaluation activities, these six questions serve to organize this report. The evaluation plan of which these questions are a part is described in Appendix B. Appendix C lists the evaluation studies that have been initiated to date.

State Mechanisms

Unlike most other Federal education legislation, P.L. 94-142 delineates what the relationships among Federal, State, and local agencies are to be. Federal responsibility is limited to oversight of the States, while the State educational agencies have primary responsibility, under the Federal oversight, for assuring that the provisions of the Act are carried out not only by local educational agencies but also by any other State agencies -- welfare departments, for example -- that conduct education programs as part of their service to handicapped children. This linear monitoring arrangement is a significant departure from standard practice, particularly at the State level, where interagency relationships traditionally have been limited to such matters as an exchange of technical assistance. Under P.L. 94-142, however, these relationships now involve accountability for funds and formal assurances of compliance. Consistent with the Federal statute and its regulations, the State educational agency is called upon not only to establish and disseminate policies, procedures, and practices that other affected State and local agencies are expected to follow, but to monitor these agencies' progress.

Single Agency Responsibility

In its requirement that each SEA exercise responsibility for the "general supervision" of all education and related services received by handicapped children, P.L. 94-142 seeks not only accountability but closer coordination among the various agencies involved. In most States, services characteristically are provided by a variety of public and sometimes private agencies -- State health departments, social service departments, departments of vocational education and rehabilitation, youth and family services departments, and departments of public welfare, among others -- over which the SEAs may have had little or no regulatory authority in the past.

Recently the Bureau supported a study[5] of the SEA role in the overall provision of education services to handicapped children in 27 jurisdictions. In only one State -- Louisiana -- was the SEA in sole charge of educational services to handicapped children. In the other 26, the SEA shared the responsibility with as few as two or three other public and private agencies (in six States) to as many as six such agencies (in eight States). In many of these instances, the SEAs had no authority to collect and monitor data from other State agencies or to ensure compliance with P.L. 94-142. SEA officials said that unless the State legislatures enacted new statutory regulations, the submission of data and compliance with P.L. 94-142 would necessarily remain a matter of voluntary cooperation.

Voluntary arrangements can be effective, though, as illustrated by the progress being made in Idaho. That State's special education law places responsibility for the education of school-aged handicapped children not with the SEA but with the local school district, with other local and State agencies and programs having legislative mandates to provide particular instructional, social, or medical services for such children. To help assure that these various lines of authority do not engender confusion about the requirements of P.L. 94-142, the SEA has developed an interagency planning manual[6] which (1) reviews the educational services to be provided to handicapped children by local educational agencies; (2) describes support services that are provided by other State and local agencies and programs, together with program eligibility criteria; and (3) includes specific interagency agreements established between the SEA and other agencies to ensure collaboration and coordination.

Toward strengthening this kind of cooperation and enhancing the capacity of the States to carry out their general supervision responsibilities, the Bureau recently funded a study designed to identify, define, and analyze the organizational factors influencing interagency collaboration; to formulate appropriate planning strategies and management configurations; and to identify Federal and State interventions which have the potential to increase the State's ability to meet the general supervision requirement.[7]

Monitoring

In addition to establishing accountability among the various State agencies that offer programs for the handicapped, the SEAs must also develop comprehensive P.L. 94-142 monitoring systems. To date their performance has been uneven, particularly where there has been a tradition of strong local educational agencies and weak State agencies. While procedures for monitoring are being developed, many are not yet implemented and some do not include all of the P.L. 94-142 provisions (monitoring programs for handicapped children in private schools, for example).

To assist the States, the Bureau has funded the development of a monitoring procedures manual.[8] Among other things, the manual cites seven basic steps that have proved useful in developing a monitoring system, gives examples of approaches used by some of the States, and describes the Federal monitoring system (PAR).

State Status in Administering P.L. 94-142

The Bureau's system of Program Administrative Reviews has proved to be valuable not just for the States, by giving them specific information regarding needed corrective actions, but also as a source of objective information on national trends, problems, and solutions. Moreover, the PARs provide information based on observation rather than on projections or estimates, an advantage illustrated by comparing the 1976-77 program review findings with results of a survey taken during the same year of problems that State directors of special education regarded as most likely to arise. Of the 17 different provisions encompassed in the 1976-77 review process, 11 have been the chief focus of State attention and concern. Prior to the effective date of the Act, the State directors of special education were asked to estimate the relative difficulty of implementing these particular provisions.[9] Table 4.2 shows the rank order of difficulty perceived by the 44 State directors who responded to this survey and compares those findings with the findings from the 26 program administrative reviews conducted by the Bureau in school year 1976-77.

The table reveals both similarities and differences between observation and estimation. One difference occurred, for example, where State directors assumed that the greatest difficulty would arise in exercising responsibility over private schools, perhaps because of heavy financial obligations that might arise. The 26 States visited during the 1976-77 school year, however, were found to be performing relatively well with this provision, even though the effective date of the Act had not yet

Table 4.2 **Provisions in P.L. 94-142 Ranked by Degree and Perceived Difficulty of Implementation**

Provision	Rank Order of Degree of Implementation Observed in 27 Monitoring Visits[1]	Rank Order of Difficulty Expected by 44 State Directors[2]
Provision of services to children in private schools	1.5	7.0
Locating and identifying children	1.5	1.5
Non-discriminatory assessment	3.0	6.0
Insuring appropriate related services[3]	5.0	—
Providing individualized education programs	5.0	4.5
Insuring placements in the least restrictive environment	5.0	4.5
Providing due process procedures	7.0	3.0
Assuring confidentiality of records	8.0	1.5

IMPLEMENTATION WAS RANKED 1 THROUGH 8, WITH 1 REPRESENTING THE LEAST DIFFICULT AND 8 REPRESENTING THE MOST DIFFICULT

[1] Based on Program Administrative Reviews conducted by BEH during School Year 1976-77

[2] Nash, H. (See references following chapter 6.)

[3] This provision was not included in the Nash survey.

passed. Conversely, the State directors anticipated minimal difficulties in meeting confidentiality provisions. In the 26 States visited last year, however, these were found to be the least often implemented. The State directors may have assumed at the time of the survey that the confidentiality provisions in P.L. 94-142 were no different than those required by the Family Education Rights and Privacy Act, whereas, in fact, these new provisions go beyond that Act. These findings demonstrate the value of documenting actual implementation rather than relying on estimations of possible problems.

The new Program Administrative Review system developed for the 1977-78 school year included the 30 different administrative variables presented in Table 4.1. Figure 4.3 summarizes administrative activities in the 26 States visited by PAR teams in 1977-78, focusing on those particular provisions in the Act that have attracted the greatest interest. When a State was not in compliance on a particular provision, the site visit findings reported specific corrective actions which must be undertaken by the SEA. For each corrective action a deadline was also given. Each corrective action related to a specific provision of the Act, with most requiring States to improve their monitoring systems.

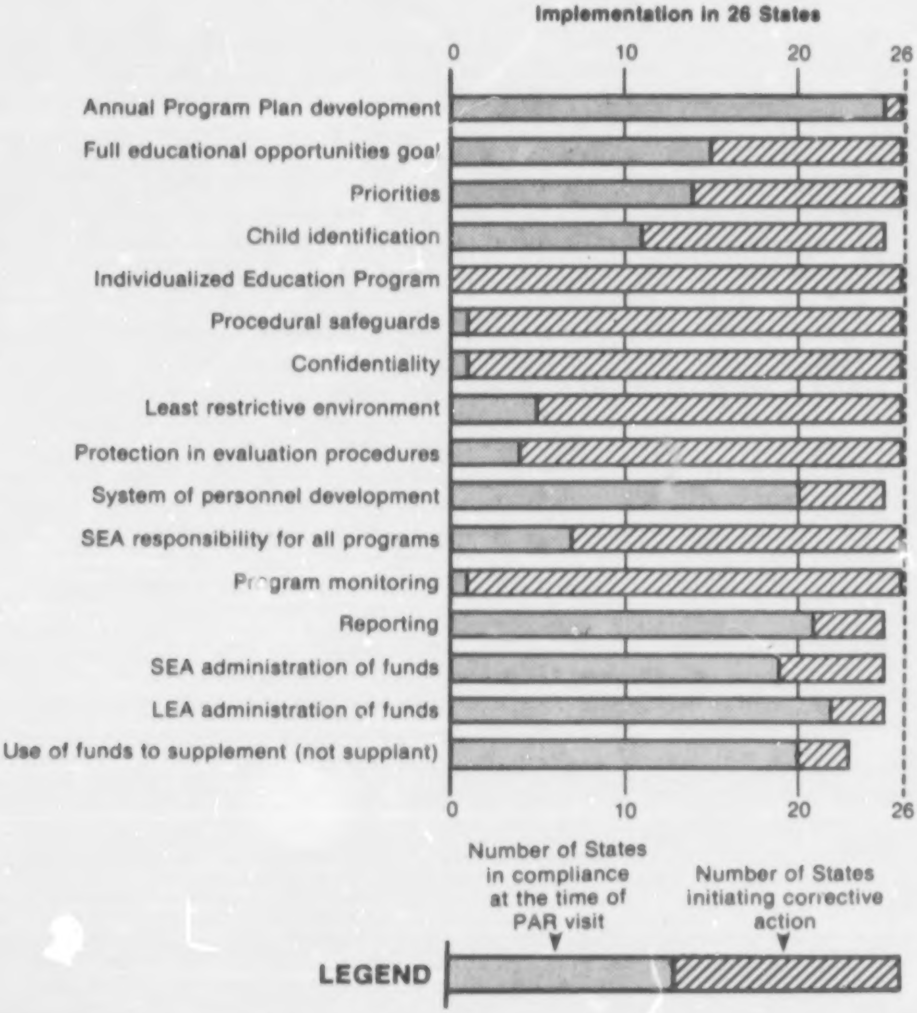
As Figure 4.3 indicates, the States have performed relatively well in the areas of reporting, administering funds, and developing comprehensive personnel development systems. In all but one State (where corrective action is now underway), appropriate procedures had been established for public comment on the Annual Program Plan and for enabling consultation with parents and other individuals involved with or concerned with the education of handicapped children. Almost all States also had established statewide policies and procedures for reporting P.L. 94-142 data, and many were using computer systems for data storage, processing, and retrieval.

While not all the States visited had received FY 1978 funds prior to the PAR teams's arrival, most had already established policies and procedures to assure that the administration of such funds would be in compliance with Federal statutory and regulatory requirements. In general, the SEAs used their 5 percent administrative funds provided under the Act to support administrative staff, to implement particular provisions of P.L. 94-142 that were presenting special difficulties, to coordinate services, and to plan for future personnel needs, while the remainder of their funds were used to provide direct services to children in local educational agency programs where services had been insufficient to meet the identified needs.

Most SEAs participating in the 1977-78 Program Administrative Reviews were found to have established and implemented comprehensive systems of personnel development, including the conduct of needs assessments, staff development programs, and workshops both for staff members and for parents of handicapped children. SEAs were also actively encouraging the participation of other agency personnel in these activities.

See Appendix D, Table D-4.3

Figure 4.3 State Status in Administering P.L. 94-142 Following 1977-78 Program Administrative Reviews



The findings summarized in Figure 4.3 also indicate that the States have had relatively more difficulty in the areas of individualized education programs (IEPs), procedural safeguards, confidentiality, the least restrictive environment (LRE) provisions, and protection in evaluation procedures. Often, SEA monitoring of these provisions was inadequate. With regard to the individualized education program provision, for example, PAR teams encountered instances in which certain local school districts and State-operated programs were following practices inconsistent with Federal requirements. Requirements for parental participation in developing IEPs were not uniformly observed, for example, and IEP documents did not always contain all of the stipulated components.

Implementing the procedural safeguards provisions was also found to be a problem in many places. Even though these provisions were part of P.L. 93-380, which was enacted in 1974, many State policies and procedures were found to still be at odds with the Federal requirements. Several States, for example, had allowed school board members to be appointed as "impartial hearings officers," despite the apparent conflict of interest arising from their affiliation with the schools. The Bureau has taken the position that the boards may continue to hold informal hearings, but that parents must also have available to them a formal due process hearing at either the State or local level involving persons other than representatives of the school or the school board. Under this arrangement, the local board hearing could amicably mediate differences between the parents and school district representatives, thus precluding the need for a formal impartial hearing. Other implementation difficulties related to the procedural safeguards had occurred in instances where no State policies and procedures had been developed concerning the appointment of surrogate parents, and where parents had not been fully informed of their rights.

While many of these States had established confidentiality policies and procedures, in compliance with the statutory and regulatory requirements, others were complying only with the Family Education Rights and Privacy Act (FERPA). Public Law 94-142 confidentiality requirements go beyond FERPA, and typical corrective actions required by the States included notifying all agencies responsible for providing special education and related services to handicapped children that they must follow the P.L. 94-142 confidentiality requirements, and monitoring those agencies to ensure that they do so.

Regarding P.L. 94-142's "least restrictive environment" provisions, most States were found to have established adequate policies and procedures, but as in other areas, they were not effectively monitoring implementation. Some States still were not prepared to ensure that a continuum of alternative placements was available in all agencies, including State-operated programs. In both of these matters, however, the States are initiating corrective actions.

Summary

The successful implementation of P.L. 94-142 relies on the effectiveness of a variety of administrative mechanisms that must occur at both the Federal and State levels of governance.

At the Federal level, the P.L. 94-142 regulations and the monitoring and evaluation systems are well established. The interagency coordination effort is off to a good start and has laid the groundwork not only for strengthening those relationships already established, but for vigorous expansion. Development must continue on the complaint management system. Future annual reports will describe the progress in all of these areas.

At the State level, tremendous progress has been made in establishing governance policies and procedures, in providing training, in developing manpower planning systems, and in creating improved reporting systems. Although voluntary cooperation among State agencies has worked very well in some places, interagency coordination will doubtless continue to be a troublesome matter where State educational agencies lack State statutory authority for assuming responsibility over other State agencies that serve handicapped children. State monitoring systems need considerable improvement. Many States have not had a strong monitoring function, and P.L. 94-142 as well as the new amendments to Title I of the Elementary and Secondary Education Act require the development of such a State agency role, creating a substantial change in both policy and staff size and orientation. Nonetheless, spurred in part by Bureau-supported technical assistance manuals covering procedures for interagency coordination and for monitoring, significant progress should be forthcoming.

5. What Are the Consequences of Implementing the Act?

Under P.L. 94-142, the nation's schools served more handicapped children during FY 1978 than during FY 1977. Most of these children were served in regular classes with their nonhandicapped peers. With State personnel training efforts, the improved services afforded handicapped children this year will be improved still further in the years ahead. Clearly, the Act has stimulated significant activity in State educational agencies and in local school districts. All of this activity, conducted throughout the nation, is designed to enhance the positive consequences of the Act and to mitigate negative consequences. The Bureau plans to search continually for methods of addressing the several consequences of the Act. To date, its search has focused on three primary areas: administration, personal reactions, and resources.

Administration

State Administration

High on the list of Bureau concerns is the need to improve State data collection capabilities. As a first step in that direction the Bureau commissioned a third party examination of the strengths and weaknesses in data collection capabilities in a sample of 27 States. The investigators concluded that the quality of data obtained from the States could be improved by decreasing the quantity of data required of them.[1] Based on the study's recommendations, the Bureau has suspended requirements for data on facilities, with the understanding that this suspension will be lifted as soon as the States have developed the capacity to acquire and maintain high quality information in other areas. The investigators also suggested that the Bureau avoid making any changes in its data requirements over the first few years, so that the

States could develop their capacity to respond under a stable set of requirements. This suggestion also has been followed as much as possible.

The desire to avoid overburdening the States is necessarily matched by the need to hasten the Act's implementation. Toward the latter end the Bureau has supported the development of a manual for conducting a valid census of handicapped children,[2] and sent four copies to each State agency. The manual provides detailed guidance on steps that should be taken prior to, during, and after each count of handicapped children.

To determine potential problems in other areas, the Bureau sponsored a series of regional conferences at which State legislators, governor's aides, and members of special education staffs shared their concerns.[3] One of the most commonly mentioned concerns was that of monitoring local agencies for compliance with provisions of the Federal and State statutes. The discussions indicated that some States have developed highly systematic procedures, whereas others are just beginning that process. Many lack sufficient staffs to do a thorough job. As was shown in Chapter 4, the Bureau's Program Administrative Reviews found many States' programs in need of corrective actions. Progress has been spurred by the Program Administrative Review (PAR) system, however. In response to one PAR, for example, the State legislature authorized 20 new positions for the State educational agency.

Other Bureau enterprises designed to facilitate implementation and to overcome administrative difficulties include two activities initiated by the Bureau's Division of Innovation and Development — the production of a policy manual to help local educational agency administrators gain a better understanding of the several provisions of the Act,[4] and the creation of a Special Education Planning Model,[5] a computerized system the States can use to interpret trends in the data they gather.

Local Administration

The most visible and immediate consequences of the implementation of P.L. 94-142 stem from local administrative decisions made during FY 1978.[6] Staff communications are now more formalized, as are procedures for assessment, development of individual education programs, placements, and due process. These new procedures also involve a broader array of school personnel, representing many disciplines, and greater participation by parents. Local administrators have created new management information systems, or revised established ones, in order to more closely monitor their own operations. They are, at the same time, seeking ways to coordinate their services more closely with those of other agencies. Most have significantly expanded their screening programs. These administrative actions have had two major impacts on school systems: first, they have led to the definition of new duties the staff is expected to perform, without any appreciable diminution of previous responsibilities; and second, they have created the necessity for staff to make difficult choices between new and existing duties in the allocation of their time and attention.

The local response to the Act has affected both regular and special education personnel.[7] Many teachers from both groups have been assigned new responsibilities, primarily to facilitate implementation of new procedures associated with such provisions as the Individualized Education Program (IEP), placement in the least restrictive environment, due process, and assessment. School principals now often chair IEP meetings, and take responsibility for notifying parents of these meetings and obtaining their participation. Especially in high schools, guidance counselors have become heavily involved in coordinating planning activities for handicapped students. Special education teachers have been given responsibility for such matters as documenting individualized education programs and assessing children's progress under them. Regular education teachers are increasingly involved in planning individualized programs and, of course, in teaching handicapped children. In general, school personnel are now spending more time reviewing assessment information on handicapped children, considering available placement alternatives, developing individualized education programs, reviewing progress, and planning for the following year.

Because of new management information needs, other roles and assignments also have emerged. In some cases, for example, psychologists have been given, in addition to their assessment and counseling duties, primary responsibility for maintaining necessary information about individual children. Similarly, principals and special education teachers often find their regular assignments broadened to include the completion of forms for information systems.

The school districts are also devoting much more attention to interagency cooperation. More and more district administrators have taken on the responsibility for coordinating and monitoring services to handicapped children who live in their districts but who are served in residential and day programs. District administrators also are developing collaborative arrangements with agencies that provide psychological services and with mental health agencies that serve severely emotionally disturbed children. Similar arrangements are being made with vocational education agencies for improving career and vocational training opportunities for secondary school handicapped students and for establishing new programs for serving trainable adolescents. As a result, many outside groups which previously had provided special services for school-aged handicapped youngsters are shifting their emphasis to handicapped preschoolers and adults. Similarly, social and health service agencies are helping schools identify and develop programs for preschool handicapped children and those with serious emotional disturbances.

Accompanying these various changes has been the creation of a demand for certain additional personnel -- in particular preschool teachers, secondary special education teachers, and teachers of trainable retarded children. The most dramatic increases have been related to the administration of special services, with particular emphasis on psychologists and such administrative support personnel as typists, to facilitate timely screening, evaluation, and programming.

As such developments as these indicate, local administrators have in general been responsive to the P.L. 94-142 mandate.8/ Most appear to have placed initial emphasis on the creation and refinement of formal administrative procedures. Many administrators have created what might be termed self-correcting systems, to assure progress in both administration and in services.

The special scheduling arrangements that have been necessary to accommodate child assessments and the development of individualized programs are reported in most cases to have fostered greater communication among school personnel, and between school personnel and parents.9/ Staff members also have felt that the process of implementing P.L. 94-142 has resulted in increased understanding of the needs of handicapped children and greater interest in exploring varied ways of meeting those needs. Though effective allocation of staff resources remains troublesome in many places, the expectation is that management information systems now being developed by most LEAs will do much to alleviate this problem by improving their capacity to track children, resources, and services.

Federal Administration

Although the Bureau's primary activities under P.L. 94-142 are focused on the administration of the State assistance provisions, the Bureau's discretionary programs (under Part C of the Education of the Handicapped Act) also are responding to local administrative, personnel, and programmatic priorities. Grants made through these programs serve such purposes as supplying technical assistance, providing direction services for handicapped children from disadvantaged families, and demonstrating more effective techniques for serving handicapped children.

The 16 Bureau-supported Regional Resource Centers (RRCs) work directly with the State educational agencies to provide a variety of technical services. Seven of the 16 RRCs serve single States, with the others serving from three to seven States each. Since the passage of P.L. 94-142, RRCs have concentrated their assistance on the development of individualized education programs -- the various elements of good IEPs, who should be involved in preparing them, at what stage they should be drawn up, how to monitor and evaluate them, and so on. RRCs have developed manuals on the preparation of IEPs, trained parents to participate in IEP development, and instructed administrators and other school personnel in P.L. 94-142's due process provisions.

During FY 1978 the Bureau funded 17 prototype Direction Service Centers (operating at 20 different sites) to develop and demonstrate ways of effectively and efficiently linking the needs of handicapped children with the services offered by the various agencies in the community. Each project provides information and direction services (which sometimes include such practical matters as arranging for transportation and baby sitters) to parents and guardians, and to teachers and others who work with handicapped children. Each center maintains coordinated links with community education, health, social, and welfare agencies, and with the range of other public and private organizations specifically designed to serve handicapped children. Fifteen of these model Direction Service Centers serve cities; the other two are located in rural settings. The centers are still in a developmental stage, but have clearly demonstrated the value of a central source of coordinated information for parents and others concerned with handicapped children. They have also provided a powerful stimulus to collaboration among the numerous organizations and agencies that in one way or another are engaged in serving handicapped persons.

In other activities, through its model demonstration authorities, the Bureau has funded 214 early childhood projects, and 44 projects for severely/profoundly handicapped children (three of which serve deaf-blind youngsters). About 30 percent of these projects are administered directly by LEAs, with the remainder administered by State agencies, universities, and private organizations. The goal of many of these projects is to demonstrate, disseminate, and replicate the best practice in connection with such major provisions of P.L. 94-142 as assessment, preparing IEPs, due process, parent involvement, and placement. Some projects stress parent or teacher training, with others focusing primarily on direct services. The latter is particularly true for programs which serve severely or profoundly handicapped youngsters, where projects address such needs as oral communication, personal skills, gross and fine motor coordination, and community and family living.

The Bureau also has funded a wide variety of research and development projects that address the goals and requirements associated with P.L. 94-142, including 18 media development projects with a total funding of $2,789,406. One such project is developing IEP packages which describe "ideal" procedures and forms in a way that enables users to adapt the procedures to accommodate variations in local resources and personnel competencies. Other projects aim toward such diverse goals as improving parent-child communication, developing a reading machine that reads printed text aloud, finding methods of training low-vision children in mobility, and creating and disseminating methods of stimulating more positive attitudes toward the handicapped.

Personal Reactions

The success of the Education for All Handicapped Children Act depends heavily on the attitudes and motivations of parents, teachers, administrators and other participants. Some of these attitudes were explored in a 1976 study[10/] that sought to determine how such people as these were reacting to the activities P.L. 94-142 called for, with particular focus on the Individualized Education Program as one of the Act's more significant requirements. The investigators visited four representative States and interviewed approximately 800 people. Many of those interviewed felt that individualized education programs would be beneficial, since they would help keep parents informed, encourage planning on the basis of individual needs rather than the application of a label, and facilitate management and instruction. Many also expressed concern, however, that parents would not become genuinely involved -- primarily because of their feeling that they could not contribute. Some districts had already developed methods of putting parents at ease, through such arrangements as holding pupil planning meetings in the parents' homes rather than at the school; inviting representatives of advocacy groups to accompany parents to meetings; or having parents meet with only a few members of the school's staff at a time, rather than with a large group.

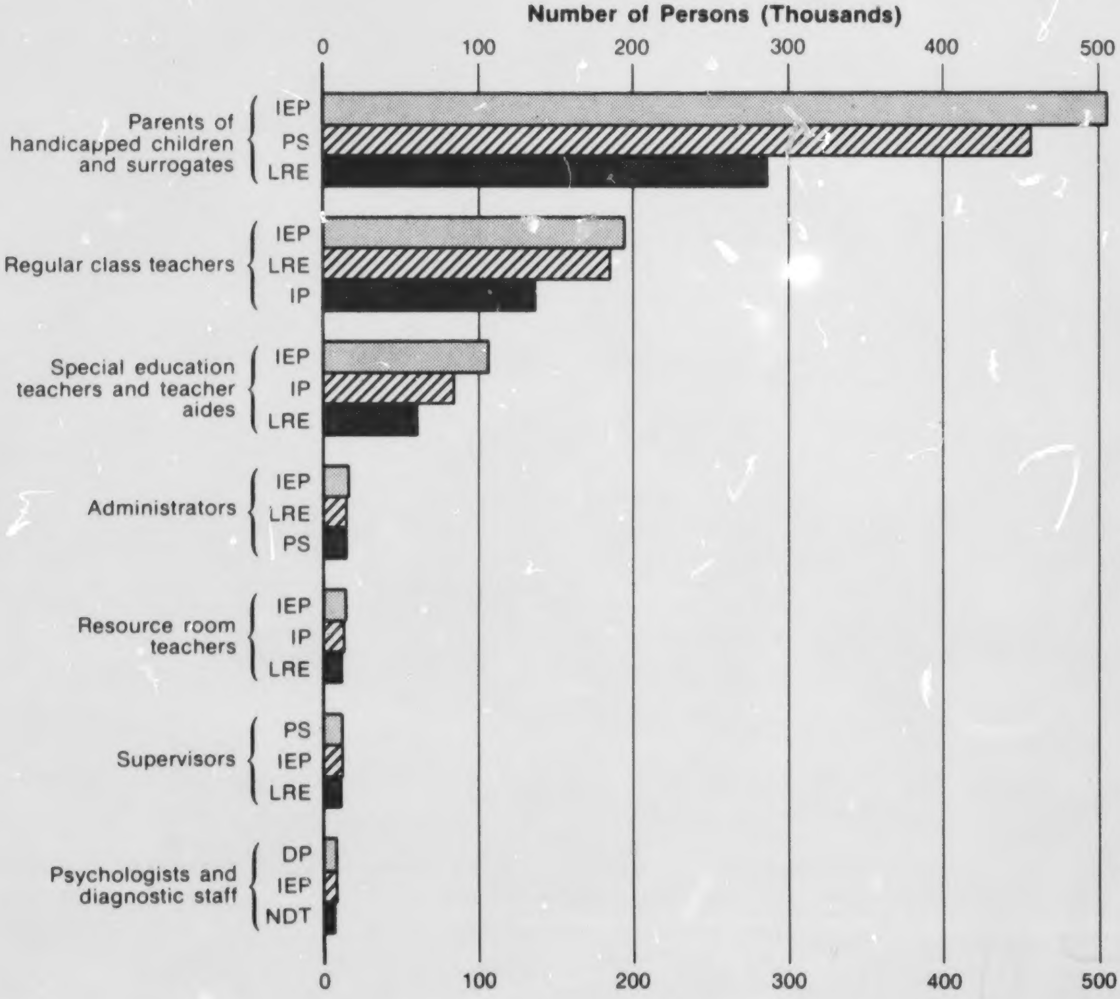
The study also showed that many teachers felt they did not have the expertise needed to develop individualized programs. The activities of the States and the 16 Regional Resource Centers, through their provision of technical assistance and training in the preparation of IEPs, are designed to alleviate this problem.

For FY 1977, P.L. 94-142 gave the States liberty to devote part of that year's allocation to training and dissemination activities. Figure 5.1 summarizes the States' plans for carrying out these activities. It is noteworthy that States planned to inform over 500,000 parents of P.L. 94-142's IEP provisions.

Another study of attitudes and feelings about special education in general and P.L. 94-142 in particular was conducted by the National Education Association (NEA).[11] Their report stated that "There were many criticisms of the quality of educational programs for handicapped children, but even the harshest criticism was tempered by the acknowledgement of striking improvements in those programs since enactment of P.L. 94-142..." At the same time, the report said significant changes were beginning to occur in the attitudes of the students, with handicapped children seeming to become more self-reliant as they move out of sheltered environments, and nonhandicapped children becoming more accepting of handicapped children and understanding of the ways in which their handicapped classmates are "different." The report quoted a handicapped high school senior as saying, "When I started mainstreaming, I was nervous mostly, like anyone else. I had knots in my stomach. I was scared the kids were going to shy away from me, but I found out it was different...I met a lot of people and they really had a friendly attitude. They would just come up to me and ask me to do things with them or ask me to help them... And I never had this before...."

See Appendix D, Table D-5.[1]

Figure 5.1 **Training and Dissemination Activities That Were Projected by States for School Year 1977-78**[1]



DP—Diagnostic Procedures
IEP—Individual Education Program
IP—Instructional Procedures
LRE—Least Restrictive Environment
NDT—Non-Discriminatory Testing
PS—Procedural Safeguards

[1] The three major training areas are shown for the largest categories of personnel.

At the time P.L. 94-142 was enacted, it was estimated that nearly half of the nation's handicapped children were not receiving a free appropriate public education. Thus, it is not surprising that the new law brought with it certain shortages in trained personnel. Although school districts have hired additional personnel, there are still shortages in, for example, the number of psychologists needed to complete evaluations in a timely manner. Child-find activities and re-evaluations of children who had been previously placed in special education have greatly added to psychologists' caseloads.[12/] Thus, many teachers have been less likely to ask assessment specialists to diagnose children they suspect of having relatively mild handicaps, because priorities were established for more severely handicapped children. In some districts where assessment personnel are scarce or overburdened, teachers themselves have tried to handle the educational assessment of mildly handicapped students. Perhaps as a consequence, the number of standardized tests used per child has sometimes decreased, with more weight being given to classroom observation and teachers' impressions. Increased sensitivity to the possible discriminatory effects of standardized tests for minority children has also influenced this trend toward the use of observations.

Many districts have developed what might be called "prevention" strategies,[13/],[14/] an example being the establishment of school-wide committees to discuss new or potential problems, and to share observations, in the hope of reducing the number of erroneous referrals to special education. Other school districts ask regular teachers to try at least two different kinds of instructional approaches with "problem children", and to document the results of these approaches, before referring such children for special education evaluation and services. The presumed effect of these "prevention" strategies is to increase the likelihood that those children who are referred for special education do in fact need special education, thereby permitting the schools to concentrate the bulk of their assessment resources on the children given first and second priority under the Act.

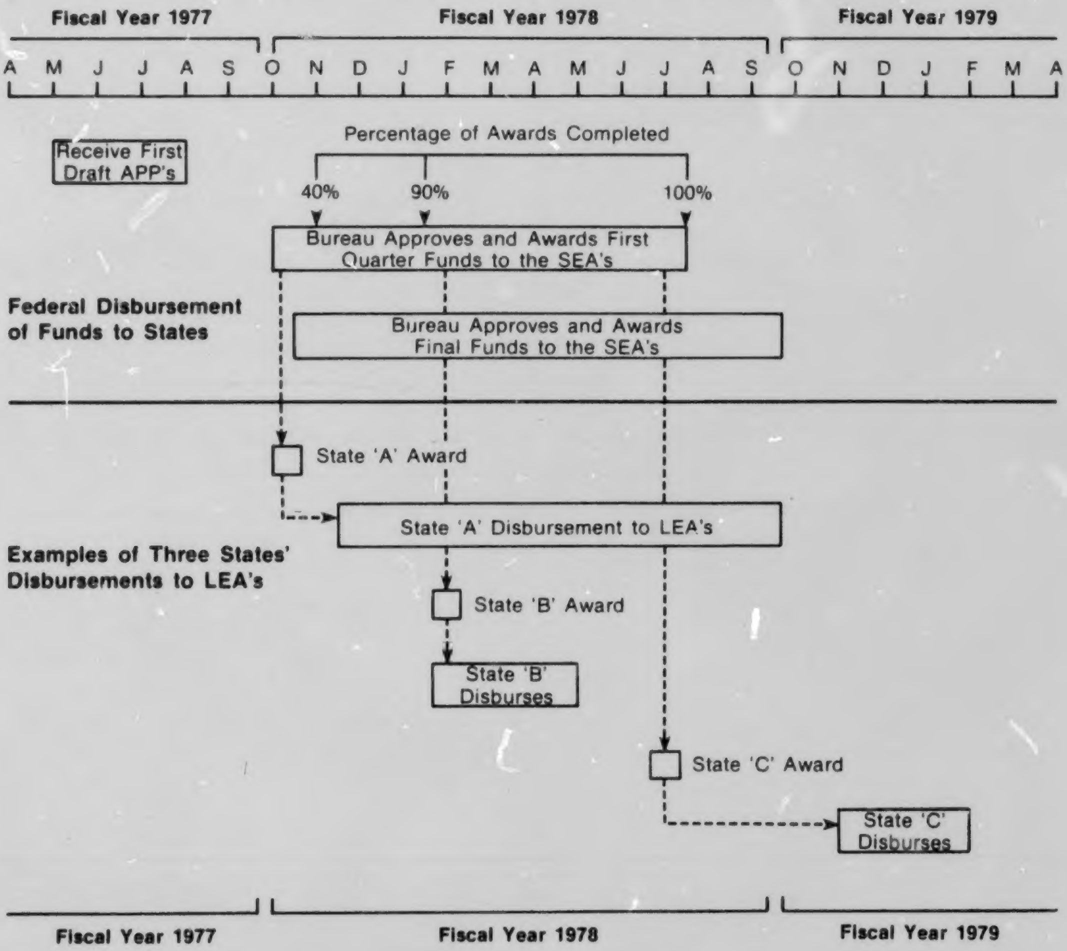
Another challenging situation in the distribution of available resources arises from the fact that IEP meetings divert regular and special education teachers from their assigned instructional duties, which in turn requires the schools to call upon aides, substitute teachers, or teachers from other classes to take over. This kind of shifting inevitably presents problems, especially in special education classrooms, since these teachers more frequently participate in IEP meetings and are the most difficult to replace.

In view of such problems as these, it is not surprising that the NEA study[15] found that the most talked about problem in providing an appropriate education to handicapped children was the need for more money. The Federal contribution under Part B of the Education of the Handicapped Act totaled $254 million for FY 1977 and $564 million for FY 1978. Further, the President requested and Congress appropriated $804 million for the next school year -- in all, an increase of $550 million in 2 years. Since FY 1978 was the first year in which the implementing P.L. 94-142 regulations were in effect, much of the first year's funds were delayed until the States were able to develop appropriate administrative procedures and guidelines. To receive funds, each State must submit, and the Commissioner must approve, its Annual Program Plan. Because the provisions were new, many States were required to revise sections of their plans before they were approved. Although the Bureau applied strict standards while evaluating State plans, it was also aware of the States' need for funds, and so it awarded first quarter funds as soon as the plans were substantially approvable. In spite of this, many LEAs did not receive their allotments until late in FY 1978. Figure 5.2 displays the time required for the Bureau to receive satisfactory provisions and approve the States' plans and appropriate the money, and gives three examples of the time States needed to distribute funds to their local agencies. Since FY 1979 program plans will rely heavily on procedures initially developed for FY 1978, the time required to approve these new plans and distribute funds to States will be reduced, so that many LEAs in turn will receive their FY 1979 funds more quickly.

In addition, SEAs must use their own 20 percent share of the P.L. 94-142 funds to provide services. States indicated a variety of plans for these funds: some SEAs will spend them primarily on direct contracts for services, some will focus on providing to LEAs for special projects, and some will use a combined strategy. The discretionary provisions allow each State the flexibility needed to meet its own unique needs.

The advent of P.L. 94-142 has generated heightened interest in the cost of educating handicapped pupils. At the time the Act was passed, estimates were that these costs were roughly twice the cost of educating nonhandicapped pupils.[16] Thus it was reasoned that if P.L. 94-142 appropriations reached the highest level authorized under the Act -- that is, 40 percent of the national average per pupil cost of education -- the Act would support a fifth of the overall expense of educating the nation's handicapped children,[17] with the States and local school districts -- which have

Figure 5.2 **Time of Receipt of Annual Program Plans and Award of Funds Under P.L. 94-142 for Fiscal Year 1978**


Fiscal Year 1977
Fiscal Year 1978
Fiscal Year 1979
A M J J A S O N D J F M A M J J A S O N D J F M A
Receive First Draft APP's
Percentage of Awards Completed
40%
90%
100%
Bureau Approves and Awards First Quarter Funds to the SEA's
Federal Disbursement of Funds to States
Bureau Approves and Awards Final Funds to the SEA's
State 'A' Award
State 'A' Disbursement to LEA's
Examples of Three States' Disbursements to LEA's
State 'B' Award
State 'B' Disburses
State 'C' Award
State 'C' Disburses
Fiscal Year 1977
Fiscal Year 1978
Fiscal Year 1979

primary responsibility for the conduct of education in the United States -- paying the remainder.

In practice, the actual costs of providing education are difficult to define, for differences in cost exist across grade levels, subjects involved, kinds of students, geographical location, and services provided. Moreover, distinctions can be made between direct costs (e.g., transportation) and indirect costs (e.g., teacher training), and start-up costs versus operating costs. In the case of P.L. 94-142, there are special costs associated with such administrative provisions as assessment, development of individualized education programs, due process enforcement, and so forth.

Data provided by the State of Colorado regarding the costs of educating handicapped students in that State[18/] indicated that 46.3 percent of each dollar spent on handicapped children was spent on special education services and 53.7 percent on programs in regular classrooms. A breakdown of the 46.3 percent indicated that roughly two-thirds of these costs were for special education instruction and about one-third were for support services.

The Colorado report also described the variations in the excess costs of serving children with different handicapping conditions. These are shown in Table 5.1. While the Colorado findings demonstrate the wide variations that exist in the costs of serving children with differing kinds of handicapping conditions, these findings are not precisely useful for estimating costs of services under P.L. 94-142, since that Act requires that children be provided services to meet their unique

Table 5.1 **Average Excess Cost Per Student for Each Categorical Program in Colorado**

Nature of Handicapping Condition	Excess Direct Special Education Costs Per Student
Limited intellectual capacity	
Trainable mentally retarded	$2,096
Educable mentally retarded	1,579
Emotional/behavioral	1,615
Perceptual/communicative	1,034
Hearing handicapped	2,620
Visually handicapped	2,605
Physically handicapped	1,671
Speech	332
Multiply handicapped	2,328

needs, rather than according to whatever categorical label might be given to them. Furthermore, there are a variety of procedures for allocating costs to nonhandicapped, as well as to handicapped, students which vary from district to district and from State to State. Basic costs for each student, disabled or not, are frequently not included in analyses of how special education dollars are spent. The Bureau has funded a study of the costs of services to handicapped pupils that may prove more helpful in this regard.[19] Its goal is to provide estimates of costs for different placement options and for services actually rendered to handicapped children.

Allocations for Special Education

Because the costs of special education and related services vary so greatly among children with varying kinds and degrees of disabilities, the argument has been made that the current allocation formula, which allocates a single amount of money for all handicapped children, may not be appropriate. However, although the allocations cover all handicapped children, there is no requirement that they be expended equally on all these children. That is, once the local educational agency receives its P.L. 94-142 funds, the only restriction on spending is that the funds be used for the excess costs (those costs that are over and above the costs of educating nonhandicapped children) involved in providing special education or related services, and that these funds do not supplant their own funds. Thus, if a school system determined that it had a sufficient number of teachers of the mentally retarded, but that it lacked the machinery needed to provide physical therapy to other children, it could use its funds to purchase equipment to meet the distinct needs of those children.

The situation can be illustrated by considering a hypothetical school district with 1,000 handicapped pupils. If these 1,000 children were distributed as they are in the nation as a whole, then the largest group, approximately 32.5 percent or 325, would be children with speech impairments. According to the Colorado data, such youngsters are the most inexpensive to serve, but because of their prevalence the total expense associated with speech services may exceed that for other services. Table 5.2 shows the estimated cost for this hypothetical school district to provide special education and related services to four different categories of children. If the school district were to receive $150 for each handicapped child, it would receive a total of $90,750 for the

605 children in these four categories, or $150,000 for the total 1,000 children. Since the school district has the option of concentrating on the special education activities or services it sees as needing improvement, these funds can be effectively targeted to meet its own specific priorities. Other methods of allocating funds could provide far less flexibility to the school district. For example, an arrangement whereby funds were allocated differentially according to particular handicapping conditions or degrees of severity could not only create extra paperwork for the district, but could also deny the school system any leeway in shifting its funding to meet changing needs or provide new services to its handicapped pupils.

Summary

Though P.L. 94-142 has been in effect for only one school year (1977-78), it has created an enormous amount of activity across the nation. Many new responsibilities have been assigned to teachers, administrators, and support staffs, and these responsibilities are nearly always added to existing duties. In the first year, many expressions of concern have been voiced, but frequently the actual experience with the Act has not resulted in these fears being realized. At the same time, the Act requires real services to children who have long been ignored or only partially served. It is clear that time and resources will be needed to alleviate the burdens. Yet the preponderance of this activity indicates that State and local educational agencies share the Bureau's commitment to assuring that all handicapped children receive a free appropriate public education.

Table 5.2 **Estimated Excess Costs for Serving Four Categories of Children in Colorado**

	National Percentage	Number in LEA With 1,000 Children	Excess Costs Per Pupil	Total Excess Costs
Speech impaired	32.5%	325	$ 332.0	$107,900
Mentally retarded	25	250	1,616[1]	404,000
Deaf or hard of hearing	2	20	2,620	52,400
Visually handicapped	1	10	2,620	26,200

[1] The excess cost per pupil is the weighted average of trainable and educable mentally retarded.

6. To What Extent Is the Intent of the Act Being Met?

Congress enacted the Education for All Handicapped Children Act to accomplish four far-reaching goals:

- to assure that all handicapped children can have available to them...a free, appropriate public education emphasizing special education and related services designed to meet their unique needs;
- to assure that the rights of handicapped children and their parents or guardians are protected;
- to assist States and localities to provide for the education for all handicapped children; and
- to assess and assure the effectiveness of efforts to educate handicapped children.

This chapter offers a review of progress toward meeting these goals, highlights remaining problems, and describes the Bureau's actions in dealing with them.

Goal One: A Free Appropriate Public Education

P.L. 94-142 defines an appropriate education as one which is suited to the child's unique needs, and assumes that determining what is appropriate for a particular child can best be left to the individuals closest to that child. To assure that these people can attend to the child's best interests, irrespective of any conflicting pressures, the Act prescribes the following four processes that are to be used in developing programs for children:

- evaluation procedures must protect the child from being erroneously classified or discriminated against;
- an individualized education program must be developed for each child;
- each child must be placed in the least restrictive educational environment commensurate with his or her needs; and
- the child's parents are to be involved in determining where and how the child shall be educated, and due process procedures must be available in the event the parent feels that the child has not been properly placed.

These four provisions allow teachers and parents to address the needs of the child in a fair manner and to assure a valid evaluation and an appropriate education. Thus, the extent to which the intent of the Act is being met can be measured in terms of how well these provisions are being applied.

Procedures for Evaluating Children

P.L. 94-142 requires States to demonstrate that procedures have been established "to assure that testing and evaluation materials and procedures utilized for the purposes of evaluation and placement of handicapped children will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child." (Sec. 612(5)(c)).

Nondiscriminatory testing clearly is a major precept of the Act, but as the legislative history indicates, the issue goes considerably further than that, as is suggested in the following passage from Senate Report No. 94-168, issued during the debate on the Education for All Handicapped Children Act:[1]

> The Committee is deeply concerned about practices and procedures which result in classifying children as having handicapping conditions when, in fact,

they do not have such conditions. These practices have been brought to the Committee's attention at hearings and in recently published studies (notably the report of the Children's Defense Fund entitled Children Out of School in America).

Thus, the detailed evaluation provisions of the Act, which include assembling many types of information plus screening and mandatory periodic re-examination, are designed to end instances in which children have been improperly identified and evaluated, and as a consequence improperly placed. The elimination of such errors is of course of crucial importance to handicapped children and their parents. There are benefits also to society, not excluding the practical fact that expenditures on special education may be reduced if significant numbers of handicapped children prove to be capable of succeeding in less restrictive settings.[2]

Evidence of the need for protection in evaluation procedures comes from several sources, including the 1975 decision in Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania.[3] In that landmark case, the plantiffs protested that many mentally retarded children were systematically excluded from a public education and won a consent decree that the educational placement of such children must be based on careful evaluation procedures.

Similarly, studies focused on the potential for cultural or racial bias in standardized tests showed that the results of such tests have in some cases led to the inappropriate designation of minority children as handicapped.[4] Hobbs[5] provided an example in which the number of students labeled as retarded was reduced by almost 50 percent when an adaptive behavior test was used in conjunction with an IQ test. Almost all the children whose status was changed from handicapped (mentally retarded) to nonhandicapped were Black or Spanish-surnamed children. Other studies have shown that multiple-source evaluations may also aid in assuring that children with behavioral problems are not similarly misidentified.

Remaining Problems

Identification errors often occur from such problems as vagueness of eligibility criteria. Studies show, for example, that the number of boys labeled emotionally disturbed is much greater at the elementary school level than at the secondary level.[6] The available evidence suggests that the disparity arises not from differing assessment procedures but from a tendency on the part of the staff to erroneously interpret disciplinary problems as evidence of emotional disturbance. Just as this source of confusion may lead to over-referrals, other assessment problems may result in a denial of needed services. Some LEAs, for example, may decide to discontinue self-contained special education classrooms altogether rather than deal with allegations by the Office for Civil Rights (OCR) that their evaluations and subsequent placements were culturally biased and resulted in inappropriate placements for minority children. The courts have recently ruled that the abandonment of such classrooms is not an acceptable means of responding to charges of this kind.[7]

Such instances suggest the need for thoughtful examination of the evaluation process. The Bureau therefore commissioned four position papers describing model assessment procedures and convened a panel to critique them. A monograph setting forth the results of this effort is now available.[8] Other similar efforts, including studies of current assessment practices and the development of manuals on how to select appropriate tests, will be initiated by the Bureau in coming months to assist the States and the LEAs in their assessment efforts.

Individualized Education Program

The various court cases brought in behalf of handicapped children, particularly during the early 1970s, had a dramatic effect in increasing the proportion of handicapped youngsters receiving a public education. The enactment in 1975 of P.L. 94-142 added a striking new dimension to this trend, asserting that all handicapped children have a right to an appropriate education — that is, an education geared to their individual needs.[9] That right is perhaps most clearly reflected in P.L. 94-142's requirement that each handicapped child be educated according to an Individualized Education Program (IEP), defined as:

> a written statement...developed in any meeting by a representative of the (LEA) who shall be qualified to provide or supervise the provision of... instruction..., the teacher, the parent or guardian...and when appropriate (the) child. (Section 602 (19))

The written IEP, the Act goes on to say, is to include:

> (a) A statement of the present level of educational performance of such child; (b) A statement of annual goals, including short term instructional objectives; (c) A statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs; (d) The projected dates for initiation of services and the anticipated duration of the services; and (e) Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term objectives are being achieved. (Final regulations Section 121a.346)

Do teachers find these documents useful? A National Education Association (NEA) study[10] showed that teachers using the IEP approach were enthusiastic about it, with many saying they were particularly gratified by being able to see the results of their planning and to measure their accomplishments. Most teachers said that working with an IEP did not require much more time than they customarily devoted to children in need of individual attention. They added that although IEPs are seen primarily as benefiting the children and parents involved, there are many pedagogical benefits to teachers as well -- among them the fact that having a written agreement enabled them to bargain with school authorities for appropriate materials and resources. Experiences in other districts have echoed the NEA findings showing teacher satisfaction.[11]

Preliminary findings from one Bureau-sponsored study that focused on the first year of P.L. 94-142's implementation suggest that an ancillary benefit of the IEP provision is that it has made regular classroom teachers far more aware of handicapped children's right to special education.[12] Teachers involved in the study added that, from their own professional point of view, they appreciated the opportunity to participate in developing the instructional programs and strategies that they would be held responsible for carrying out.

As the framers of P.L. 94-142 had anticipated, the intensity of teacher involvement generated by the IEP development process has also led to a new level of teacher-parent communication. Bureau staff have heard anecdotes in which parent observations of their child's development and special needs are increasingly welcomed by school representatives on the IEP teams, and in which parents are developing a greater sense of confidence in their ability to contribute to the discussion.

Remaining Problems

One of the most common apprehensions felt by teachers regarding the IEP provision was that the paperwork involved might consume time and energy formerly used for teaching. To some extent this apprehension has been borne out, though not necessarily because of demands inherent in the IEP process. Early data from Bureau-supported studies[13/],[14/] suggest that the paperwork is increased by procedures and data requirements established by State and local agencies for local management purposes. To ease this situation, the Bureau has conducted several informal conferences nationwide to discuss and clarify the requirements of P.L. 94-142 and the accompanying regulations. These discussions emphasized that the IEPs were not intended to be cumbersome to instructional staff, but instead reflect sound and proven practices for instructional planning. The Bureau will also monitor State practices with regard to requiring overdetailed plans and forms, particularly when they cite P.L. 94-142 as being responsible.

In some places, handicapped children were being educated in accordance with IEPs that were incomplete.[15/] Written IEPs examined in a sample of nine LEAs did not contain such basic elements as short-term objectives and specific placement or methods of evaluation. Such deficits render the IEP ineffective as a tool for accountability, parental involvement, communication, and planning. The Bureau has launched a major national survey of the content of IEP documents now being used, so that information needed to strengthen this aspect of P.L. 94-142's implementation will be available. Furthermore, each Bureau monitoring visit includes examination of actual IEPs and provides for corrective actions should the Act's requirements not be in place.

The Least Restrictive Environment

A third P.L. 94-142 provision designed to assure that handicapped children receive an education that is appropriate to their needs calls for participation in regular classrooms as much as possible. The intent of this provision is to encourage the education of handicapped students with nonhandicapped students and to discourage the automatic segregation of these children merely on the basis of the fact that they have disabilities.

Of the 26 States visited by the Bureau's Program Administrative Review teams during the 1976-77 school year, only 11 were found to be fully implementing P.L. 94-142's least restrictive environment provisions, though the others had set the appropriate legislative and administrative machinery in motion to achieve the changes that full compliance would require. Moreover, many States had established programs to train school staffs in the procedures and policies involved, and one Bureau-sponsored study found some districts to have been carrying out the least restrictive environment principle for as long as 10 years prior to P.L. 94-142's enactment.[16/]

Remaining Problems

P.L. 94-142's least restrictive environment provisions also have precipitated certain changes in State and local policies, though such changes may be related more to increasing financial strain than to the principle involved. For example, in November 1977, when the Chancellor of the New York City schools appeared before the State Education Committee to suggest ways in which the extra burden of P.L. 94-142's mandates could be alleviated,[17/] one of his proposals was that the State provide financial incentives for school districts to mainstream handicapped pupils. Such an arrangement already exists in Connecticut, which has reimbursement policies and procedures that provide a financial incentive for mainstream placements. Limited resources may affect the implementation of the least restrictive environment provisions in an adverse way. For example, some teachers complain that a decision to mainstream a child can have the practical effect of placing that child in a regular classroom without, at the same time, providing appropriate support services. In response to such complaints, the Bureau is sponsoring research to identify optimum administrative policies and procedures concerning the least restrictive environment provision[18/] and will disseminate the findings to the States.

Goal Two: Rights of Handicapped Children

The Act places special emphasis on the rights of handicapped children and their parents or guardians, and to protect those rights sets forth certain procedures that are to be followed both by the parent and by the school district in the event that disputes arise.

The Act includes provisions for (1) notice to parents or guardians of a change in educational placement of the child; (2) the right to an "impartial due process hearing;" (3) the right to all relevant school records; (4) the right to an independent evaluation, and (5) the right to an appeal to the State educational agency, whenever the initial due process hearing has been conducted by the local educational agency, and even to appeal to Federal courts if they feel a need to do so.

When P.L. 94-142 was passed in 1975, the Council for Exceptional Children estimated that special education legislation in 12 States included due process requirements, while an additional 13 States had regulations containing such requirements.19/ Today, 23 States have statutory special education due process provisions, while virtually every State has included these requirements in State regulations.20/ State requirements for such items as the content of the notices and the methods of the hearing and appeal reflect traditional due process requirements and all States participating in P.L. 94-142 have agreed to implement that Act's due process procedures.

Members of the Bureau's site-visit teams report that most of the State due process procedures are still in the early stages of development. However, from observation of provisions already in existence and of scattered due process actions, it is possible to speculate about some of the issues that seem likely to emerge. Most of the available systems stress formal due process hearings and place less emphasis on parent or child involvement prior to the school's decision for an educational placement. Yet, active parent involvement in developing the initial special education program could deter possible conflicts later on, by encouraging parents and schools to work as partners rather than as adversaries.21/ Those due process procedures that do not provide an opportunity for informal resolution of differences of opinion between the home and school may not be well adapted to the field of education, which relies on the school, the parents, and the child to develop sound programming decisions.

Ideally, due process systems should also provide equal bargaining power between the school and the parents. As many observers have pointed out, when a parent at a due process hearing is not represented by counsel but the school system is, the hearing is hardly a contest between equals. Mere notice to the parent of the "right" to be represented may not be sufficient. Many parents, particularly those from disadvantaged or minority backgrounds, may not be able to obtain legal counsel, and many of the current State due process systems do not take such factors into account.

To develop some practical suggestions for improving the due process situation, the Bureau commissioned three different authors to describe "ideal" due process systems.[22/] Their ideas are diverse and are being published in a monograph to be circulated among the States, in the hope that they will stimulate both improvement and additional ideas. The Bureau is also examining the merits of mediation practices designed to resolve conflicts between schools and parents before the parties become adversaries.

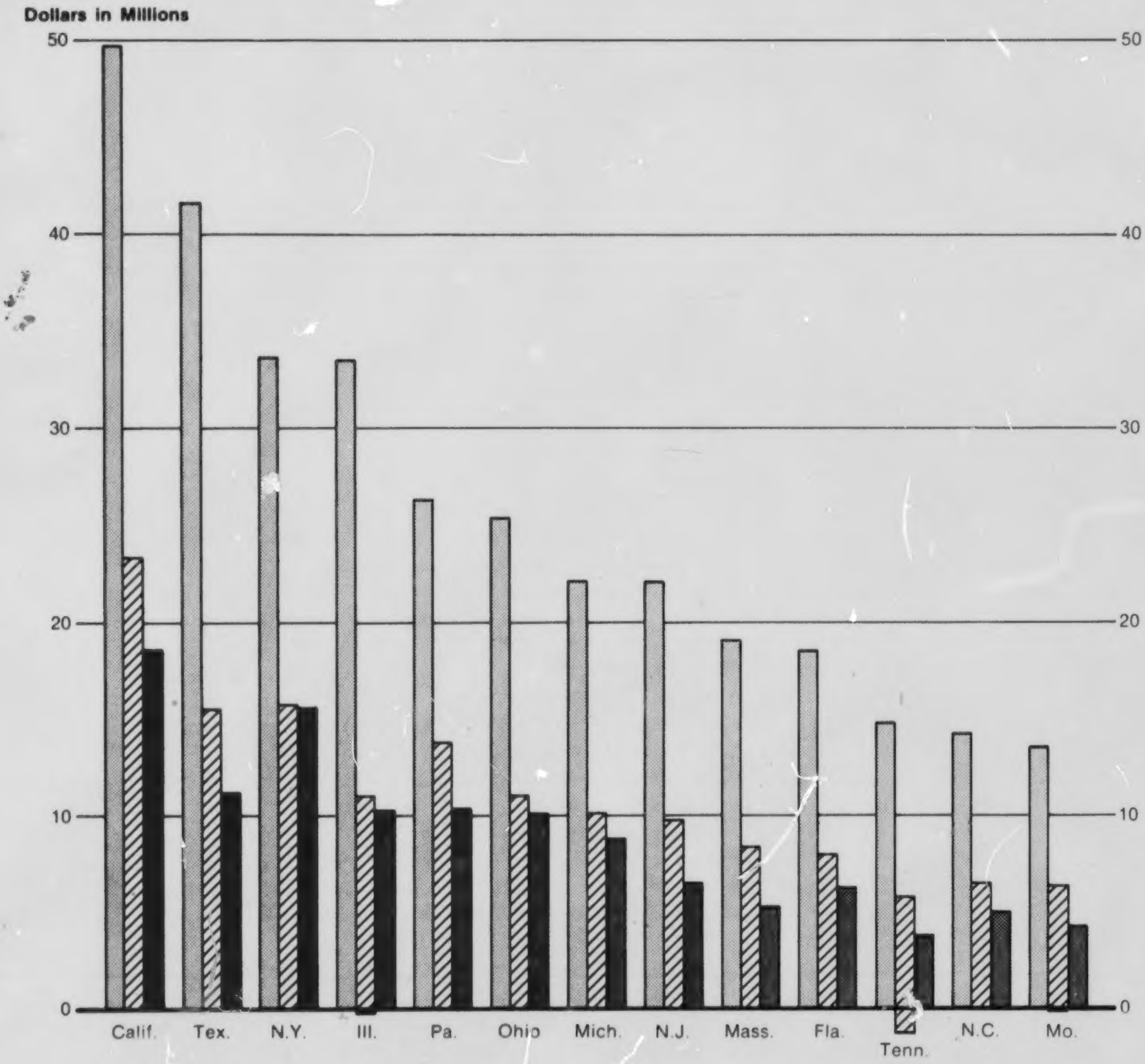
Goal Three: Financial Assistance to the States

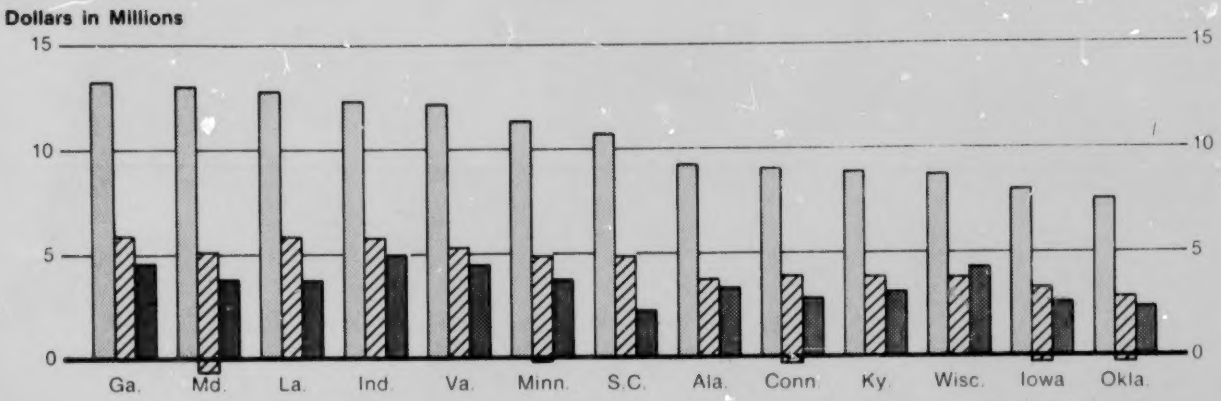
P.L. 94-142 authorizes annually increasing amounts of financial assistance to States which implement its provisions. This provision is intended to assist State and local educational agencies in providing a free appropriate public education to all handicapped children. The Federal appropriation for FY 1977 under Part B of the Act was $315 million, of which $254 million were allocated (fulfilling the formula for all eligible children), amounting to approximately $71.50 per child. In FY 1978, the appropriation was $465 million, which, with carryover funds from the previous year and a supplemental appropriation, amounted to approximately $156 per child. Since the Act prohibits using these funds to supplant State or local funds, the State educational agencies must guarantee maintenance of their present expenditure level. Thus, the funds from P.L. 94-142 are added to the monies already allocated for special education by the State and local agencies, and are directed toward providing additional services to children already served as well as to newly identified handicapped children. Grants awarded to each State are displayed in Figure 6.1.

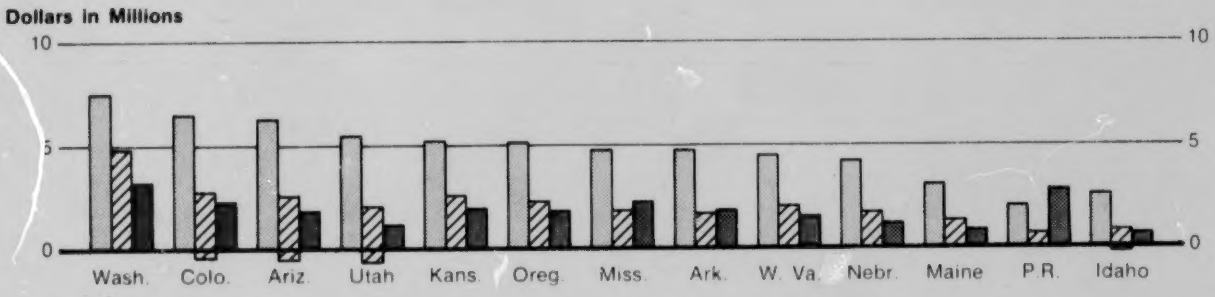
In addition to authorizing general per-child support, the Act authorizes an additional incentive grant of up to $300 for each handicapped child between the ages of 3 and 5 that is served. These incentive grants are designed to increase and enhance State and local services to preschool handicapped children. In FY 1977, Congress appropriated

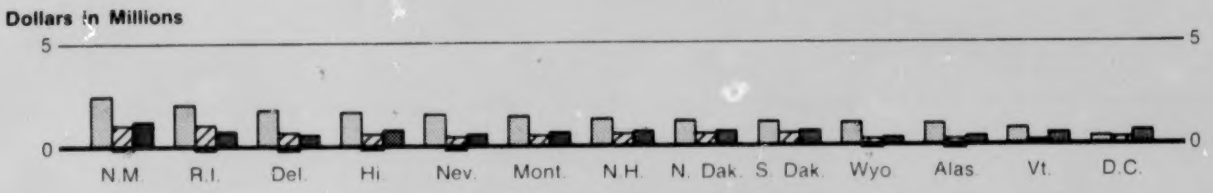
See Appendix D, Table D-6.1

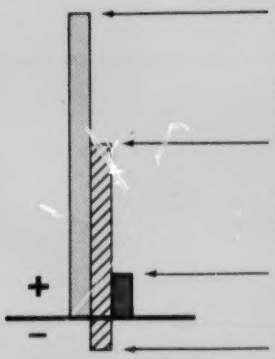
Figure 6.1 State Grant Awards Under P.L. 94-142 for Fiscal Years 1977-79











Fiscal Year 1979—FORMULA-BASED ALLOCATION
If the FY 79 allocation is less than the FY 77 allocation, the State received the amount awarded in FY 77. (The allocation formula for FY 79 was 0.10 multiplied by $1,561 multiplied by the State's FY 79 child count.)

Fiscal Year 1978—FORMULA-BASED ALLOCATION
If the FY 78 allocation is less than the FY 77 allocation, the State received the amount awarded in FY 77. (The allocation formula for FY 78 was 0.05 multiplied by $1,430 multiplied by the State's FY 78 child count.)

Fiscal Year 1977—HOLD HARMLESS
The States were awarded no less than this amount for FY 78 and 79.

Learning Disabled Limit—FY 78 ONLY
The dollar effect is shown for those States whose count of children with specific learning disabilities exceeded 2 percent of the particular State's 5-17-year-old population.

$12.5 million or $63.70 per child, while in FY 1978 the appropriation was $15 million, a slight per-child increase for the 1979 school year. Since many States are just beginning to serve preschool handicapped children, it is too early to determine the impact of these special grants.

The amount of assistance provided under the Act in any fiscal year is contingent on the size of the Federal appropriation, the national average per pupil expenditure, and the number of special education pupils who are receiving services. Two special provisions limit the total Federal contribution. First, P.L. 94-142 allocates funds only for the first 12 percent of the States' 5 to 17-year-old population to be identified as handicapped. This figure was derived from a variety of expert estimates that approximately 12 percent of the nation's school-aged youngsters are handicapped. The States themselves must cover the costs for any handicapped children above that proportion (a situation that has not arisen so far). Second, the authorization is limited to a specified proportion of each year's annual per pupil expenditure, with built-in increases during the first few years, from 5 percent in FY 1977 to a permanent level of 40 percent in FY 1981. Table 6.1 shows the amount that has been allocated during the first 2 years. The actual allocations made during these first 2 years matched the per-child authorizations.

Even though enrollments of handicapped children were below expectations, there were widespread

Table 6.1 **Federal Appropriations Under P.L. 94-142**

Fiscal Year in Which Funds Are Appropriated[1]	Average Per Pupil Expenditure	Number of Children (Millions)	Amount Appropriated (Millions of Dollars)	Average Allocation Per Child	Total Amount Allocated (Millions of Dollars)
1977	$1,430	3.41	$315	$ 73[2]	$254
1978	1,561	3.56	465	159[2]	564
1979	1,700[3]	3.9[3]	804	—	—
1980	1,822[3]	—	—	—	—
1981	1,950[3]	—	—	—	—

[1] The funds are actually distributed during the following year.

[2] Because of the hold-harmless provision, the average allocation is somewhat higher than the maximum amount authorized per child by use of the allocation formula.

[3] These figures are estimations.

complaints that the schools were unable to meet the rising costs of educating handicapped children. Reports from the SEAs indicated that State and local spending for special education has increased by roughly $2 billion since 1972.[23] The National Conference of State Legislatures and four other leading educational organizations wrote Congress in May 1977 that an additional $3.2 billion over the current level was needed to overcome known deficits.[24] Adding to this difficulty is the finding from a study by the Congressional Budget Office[25] that demands for general educational expenditures are expected to outstrip State and local revenue-raising ability for at least the next 2 years.

Although the funding level for P.L. 94-142 totals $804 million for FY 1979, the States report that they are projecting outlays for that period that would exceed the Federal contribution by a ratio as great as 30 to 1.[26] As such projections indicate, the States and LEAs have without question made significant fiscal commitments toward P.L. 94-142's implementation. These contributions are over and above that from the Federal government, since the Act prohibits using Federal dollars to replace State and local dollars.

Although State and local expenditures for special education vary greatly, the averages indicate that the States are contributing about 55 percent to local special education costs, local agencies about 31 percent, and the Federal government about 14 percent.[27] Figure 6.2 demonstrates the variance among States by showing last year's Federal share as a proportion of the combined State and Federal contributions to special education. The actual impact of the Federal share varies, depending on how much money is already available in the State.

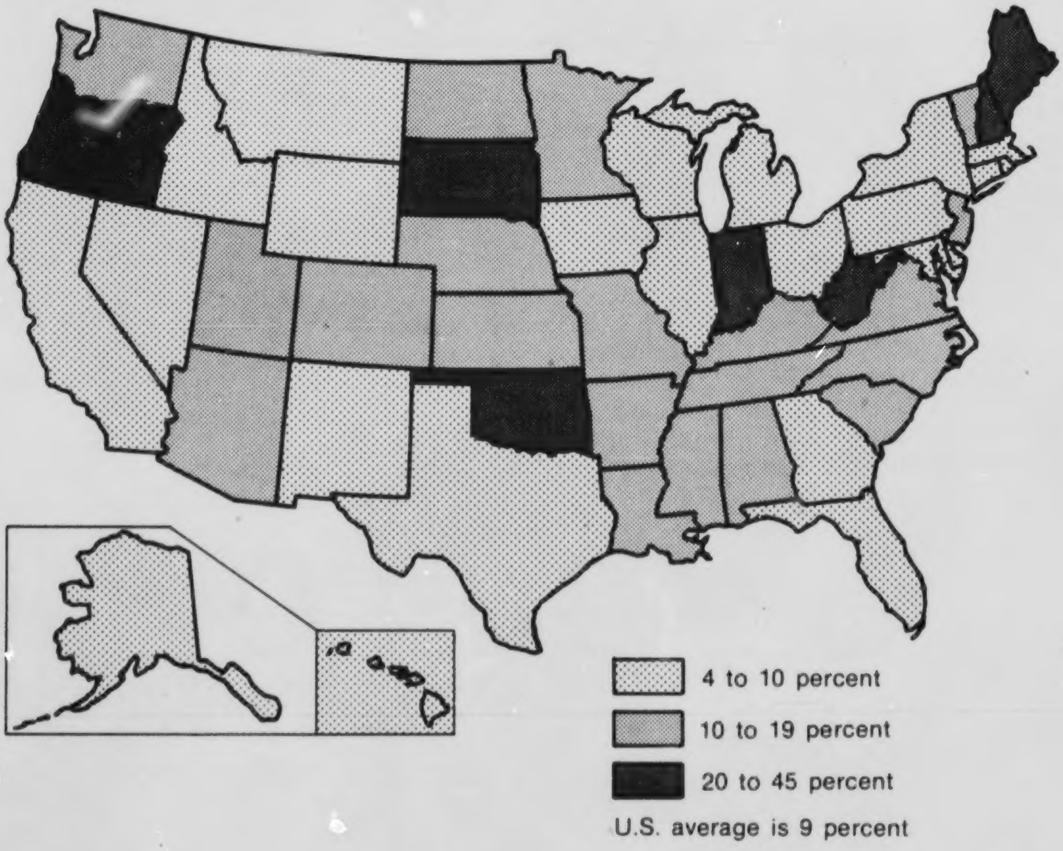
Goal Four: Assess and Assure Effectiveness

The Bureau's responsibilities under P.L. 94-142 extend not only to administering the Act, but also to assessing the progress being made in its implementation, with the findings of this assessment being the subject of an annual report to the Congress. The Bureau responded to this Congressional mandate by formulating a multiyear evaluation program described in detail in Appendix B. In general, the plan is designed to meet the diverse needs of different audiences, to document change, to identify obstacles to implementation, and to identify best practices.

The evaluation program was designed to be a useful tool for effecting improvement, and toward that end includes a variety of dissemination activities, including the Commissioner's Annual Report to the Congress. The Bureau seeks to meet continuing information needs and to provide technical assistance to the field through such publications as data notes and study reviews, as well as contributions to professional journals. Appendix A contains the data notes and study reviews produced over the past year.

See Appendix D, Table D-6.2

Figure 6.2 **Contributions of Part B Funds Relative to State Funds for Education of Handicapped Children**[1]



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[1] These estimates do not include contributions from sources other than P.L. 94-142, such as those from P.L. 89-313, and do not include local contributions. The P.L. 94-142 contributions reflect FY 1977 allocations, while State contributions reflect FY 1976 allocations. The values of State contributions were obtained from Wilkin and Porter (see References following Chapter 6).

In addition to these activities, the Program Administrative Reviews (PARs), conducted biennially in each State, provide a means not only of gauging compliance, but of giving technical assistance to SEAs regarding procedural inadequacies in their implementation of the Act.

In all its activities, and especially in the various approaches connected with its evaluation program, the Bureau will continue to emphasize technical assistance and the dissemination of information that decision-makers need to carry out their implementation responsibilities.

Summary

This report has described a range of activities occurring at Federal, State and local levels designed to achieve P.L. 94-142's goals and purposes. To summarize, the Office of Education would offer the following observations:

1. The activity occurring during the first year of the Act's implementation has been impressive. Members of the Bureau staff and officials of State and local governments have forged close relationships -- to some degree adversarial but in the great majority of cases constructive -- in developing plans and policies that meet both the requirements of the Act and its intent. While many of P.L. 94-142's provisions have not been fully implemented, none has been ignored. Few national initiatives have received such massive and immediate response.

2. The commitment to the goals of the Act appear to be not only widespread but genuine. Virtually every study available to the Bureau has found that personnel at all levels endorse the Act's goals. Furthermore, the array of activities ranging from parent and teacher training programs and adjustments of school staffing patterns, to the institution of due process procedures and the development of individualized programs, clearly demonstrates that while some school districts may feel that they cannot immediately accommodate all of the children who need special education, the Act is recognized as setting the pattern for the future.

3. Many of the problems that were expected to impede implementation are being resolved. From complaints of excessive paperwork to conflicts between Federal and State laws, the challenges to the implementation of P.L. 94-142 have been numerous and substantial. In only rare cases, however -- New Mexico's refusal to participate being the most vivid example -- have these challenges defied resolution. Many of what were originally regarded as the most intractable problems have simply disappeared as those involved gained day-to-day experience with the Act.

4. State efforts will need to be increasingly geared toward finding undiagnosed handicapped children already in school. Though the commitment and energy that has been devoted to implementation is commendable, there may still be over a million handicapped children -- most of them struggling in regular classrooms -- who have not yet been identified. Over the next 2 years, the Bureau will strongly encourage States to improve their screening, referral and assessment procedures to assure that all handicapped children are identified and provided the services they deserve.

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APPENDIX A

BEH Data Notes (September 1977)

BEH Data Notes (December 1977)

BEH Study Review (November 1978)

BEH September 1977
Bureau of Education for the Handicapped
data notes
U.S. Department of Health, Education, and Welfare

3.7 Million Handicapped Children Receive Special Education and Related Services

According to reports furnished by the states and territories, 3,721,808 handicapped children received special education and related services during the 1976-77 school year.

The Bureau of Education for the Handicapped (BEH) derived this statistic from reports describing state implementation of two laws, P.L. 89-313 and P.L. 94-142. Public Law 94-142 requires states to count children served twice annually. The average of these two counts is reported here.

State Education Agencies (SEAs) counted 223,832 handicapped children attending state operated or supported schools receiving federal funds under P.L. 89-313, an amendment of Title I of the Elementary and Secondary School Act. For P.L. 94-142, the Education for All Handicapped Children Act, 3,497,976 children were counted as recipients of special education and other services.

BEH has computed the national totals for each of seven specific handicapping conditions: speech impaired, mentally retarded, learning disabled, emotionally disturbed, deaf and hard of hearing, orthopedically impaired (crippled), and visually handicapped. Four out of five children were impaired by one of the first three conditions: 35.2 percent were speech impaired, 26.1 percent were mentally retarded, and 21.5 were learning disabled. (See Table 1.) Multihandicapped children were reported under the condition for which they received the most special education and services.

The averages for the individual states are shown in Table 2. In Table 3, the number of handicapped children reported by each state is given as a percentage of all 3- through 21-year-old residents of the state. An U.S. outline map displays the percentages shown in this column. (1970 Census figures were used as the denominator for the calculations.) The second column in Table 3 displays the count as a percentage of the school-age population. Finally, a "one time only" count of very young handicapped children (birth through 2 years old) can be found in Table 4.

The last page of *Data Notes* includes a message about our publication.

Table 1
Number of Children Receiving Special Education and Related Services by Reporting Category and Handicapping Condition

Handicapping Condition	Reporting Category[1] P.L. 89-313	P.L. 94-142	Total	Percent of Total Served
Speech Impaired	0	1,309,020	1,309,020	35.2
Mentally Retarded	131,487	840,257	971,744	26.1
Learning Disabled	0	799,593	799,593	21.5
Emotionally Disturbed	30,378	254,007	284,385	7.6
Other Health Impaired	16,107	125,449	141,556	3.8
Deaf and Hard of Hearing	27,522	62,222	89,744	2.4
Orthopedically Impaired (Crippled)	8,413	78,889	87,302	2.3
Visually Handicapped	9,925	28,539	38,464	1.0
Total	223,832	3,497,976	3,721,808	99.9[2]

[1] Children counted under P.L. 89-313 are excluded from the count under P.L. 94-142.

[2] The percentages do not total 100 because of rounding.

NOTE: The totals in Tables 1 and 2 vary slightly because of averaging and rounding operations in the tabulations.

Table 2
Number of Handicapped Children Receiving Special Education and Related Services by Reporting Category and State

State	P.L. 89-313 All Ages	P.L.94-142 Ages 3-5	P.L.94-142 Ages 6-21	Total
Alabama	1,191	443	52,353	53,987
Alaska	2,213	378	7,007	9,598
Arizona	1,178	745	41,123	43,046
Arkansas	3,776	447	24,264	28,487
California	6,085	24,370	301,836	332,291
Colorado	3.642	1,936	42,366	47,944
Connecticut	2,670	1,244	58,171	62,085
Delaware	1,854	474	11,979	14,307
Florida	5,716	5,274	106,268	117,258
Georgia	2,352	3,719	79,138	85,209
Hawaii	807	190	9,548	10,545
Idaho	503	658	13,412	14,573
Illinois	21,216	20,891	187,690	229,797
Indiana	6,005	1,214	80,426	87,645
Iowa	1,282	3,845	45,929	51,056
Kansas	1,818	2,575	33,230	37,623
Kentucky	2,661	1,471	52,926	57,058
Louisiana	5,061	4,759	77,169	86,989
Maine	1,568	679	21,455	23,702
Maryland	3,895	1,145	79,144	84,184
Massachusetts	13,968	4,751	113,273	131,992
Michigan	12,265	13,725	127,123	153,113
Minnesota	1,323	4,221	66,592	72,136
Mississippi	1,581	1,195	26,443	29,219
Missouri	4,017	5,846	84,525	94,388
Montana	516	449	7,645	8,610
Nebraska	521	2,493	22,256	25,270
Nevada	975	764	9,395	11,134
New Hampshire	1,242	289	8,385	9,916
New Jersey	7,553	4,755	132,769	145,077
New Mexico	651	667	13,832	15,150
New York	19,615	6,114	214,522	240,251
North Carolina	6,892	4,110	87,034	98,036
North Dakota	504	403	8,070	8,977
Ohio	13,794	4,069	150,451	168,314
Oklahoma	1,521	2,762	39,898	44,181
Oregon	3,734	2,280	31,244	37,258
Pennsylvania	13,773	11,007	182,012	206,792
Rhode Island	974	1,069	13,928	15,971
South Carolina	2,909	3,778	65,670	72,357
South Dakota	744	452	8,741	9,937
Tennessee	2,086	7,316	89,849	99,251
Texas	16,550	23,066	193,937	233,553
Utah	1,141	1,478	34,585	37,204
Vermont	2,298	535	3,549	6,382
Virginia	3,568	4,231	69,817	77,616
Washington	2,927	1,582	66,463	70,972
West Virginia	1,080	835	28,221	30,136
Wisconsin	3,930	4,032	50,058	58,020
Wyoming	484	337	6,440	7,261
Dist. of Col.	2,920	790	5,551	9,261
Puerto Rico	1,437	241	9,522	11,200
Other*	846	188	4,534	5,568
Total	223,832	196,287	3,301,768	3,721,887

NOTE: The totals in Tables 1 and 2 vary slightly because of averaging and rounding operations in the tabulations.

*American Samoa, Guam, Trust Territories, and Virgin Islands

Handicapped Children Reported For P.L. 94-142 as a Percentage of All 3 Through 21 Year Old Residents

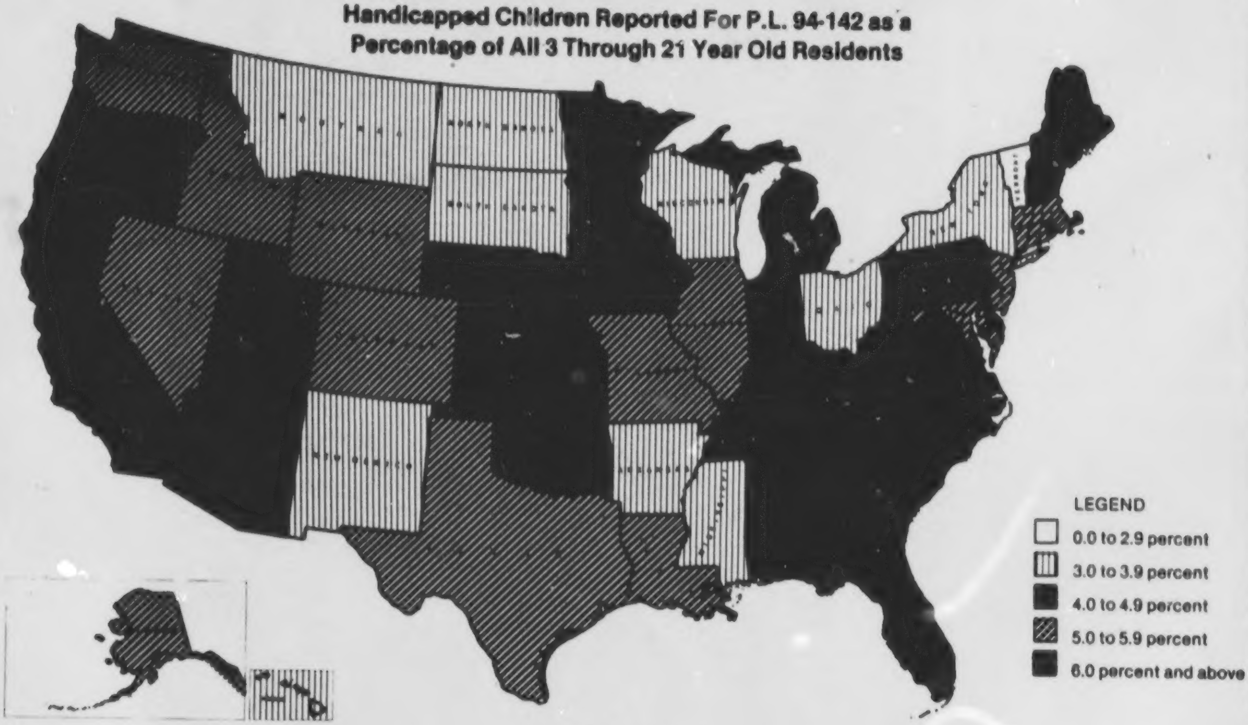

Table 3
Handicapped Children Reported For P.L. 94-142 as a Percentage of State Population

State	Percent of All Children[1]	Percent of School-Age Children[2]
Alabama	4.05	5.99
Alaska	5.85	7.24
Arizona	6.19	7.74
Arkansas	3.58	4.98
California	4.61	6.75
Colorado	5.29	7.30
Connecticut	5.60	8.13
Delaware	6.04	8.83
Florida	4.99	6.38
Georgia	4.77	6.85
Hawaii	3.30	4.88
Idaho	5.13	6.93
Illinois	5.25	7.84
Indiana	4.22	6.31
Iowa	4.83	7.20
Kansas	4.42	6.91
Kentucky	4.55	6.73
Louisiana	5.63	8.24
Maine	6.10	8.65
Maryland	5.56	7.94
Massachusetts	5.90	8.72
Michigan	4.15	6.16
Minnesota	4.89	7.21
Mississippi	3.12	4.56
Missouri	5.48	8.24
Montana	3.03	4.35
Nebraska	4.57	6.78
Nevada	5.84	7.05
New Hampshire	6.02	4.43
New Jersey	5.58	7.96
New Mexico	3.44	4.72
New York	3.60	5.37
North Carolina	4.76	7.13
North Dakota	3.50	5.33
Ohio	3.95	5.99
Oklahoma	4.74	7.00
Oregon	4.51	6.46
Pennsylvania	4.75	7.18
Rhode Island	4.54	7.04
South Carolina	6.73	9.92
South Dakota	3.57	5.50
Tennessee	6.85	10.05
Texas	5.14	7.33
Utah	8.19	11.43
Vermont	2.43	3.52
Virginia	4.31	6.30
Washington	5.47	8.11
West Virginia	4.68	7.12
Wisconsin	3.24	4.73
Wyoming	5.42	7.45
Dist. of Col.	2.52	4.31
Puerto Rico	.82	1.14
Other*	3.82	5.25
Total	4.54	6.82

*American Samoa, Guam, Trust Territories, Virgin Islands

[1] Children 3 through 21 years old (1970 Census). This column is displayed on the map.

[2] Children 5 through 17 years old (1975 population estimates). This percentage indicates state status relative to the 12 percent ceiling of P.L. 94-142.

This issue of *Data Notes* is the first of a series planned to summarize information about the implementation of the Education for All Handicapped Children Act. BEH wants to participate in the active, cooperative, systematic exchange of new knowledge between all agencies of government. Through communication we can better achieve the purpose of the act: free appropriate public education for all handicapped children.

MARY BERRY, Assistant Secretary of Education
ERNEST BOYER, Commissioner of Education
EDWIN MARTIN, Deputy Commissioner for the Bureau of Education for the Handicapped
GARRY McDANIELS, Director of the Division of Innovation and Development
PREPARED BY STATE PROGRAM STUDIES BRANCH

Source

All child count data in this summary were tabulated from forms completed by the individual State Education Agencies (SEAs). The SEAs reported the number of children counted under P.L. 89-313 on Office of Education form 9052. Similarly, the SEAs reported the child count for P.L. 94-142 on OE form 9058. The SEAs filed form 9052 in December 1976; form 9058 was filed once for October 1976 and again for February 1977. The average of the October and February figures is used in this summary. In general, the February counts noticeably exceeded the October counts. Therefore, the average as reported here may underestimate the number of children that the states served. Definitions of handicapping conditions can be found in the *Federal Register*, Sept. 8, 1976, pages 37813-17.

Table 4
Number of Handicapped Children Receiving Special Education and Related Services, Birth Through 2 Years of Age, P.L. 94-142 Reporting Category

State	Number of Children	State	Number of Children	State	Number of Children	State	Number of Children
Alabama	0	Iowa	297	New Hampshire	47	Texas	1,781
Alaska	11	Kansas	38	New Jersey	365	Utah	88
Arizona	225	Kentucky	10	New Mexico	85	Vermont	1
Arkansas	11	Louisiana	539	New York	269	Virginia	495
California	908	Maine	9	North Carolina	62	Washington	23
Colorado	266	Maryland	213	North Dakota	26	West Virginia	18
Connecticut	17	Massachusetts	2,016	Ohio	81	Wisconsin	97
Delaware	8	Michigan	456	Oklahoma	36	Wyoming	37
Florida	87	Minnesota	88	Oregon	835	Dist. of Col.	71
Georgia	124	Mississippi	20	Pennsylvania	653	Puerto Rico	3
Hawaii	162	Missouri	40	Rhode Island	9	Other*	3
Idaho	149	Montana	0	South Carolina	102	Total	11,800
Illinois	523	Nebraska	129	South Dakota	18		
Indiana	23	Nevada	220	Tennessee	6		

*American Samoa, Guam, Trust Territories, Virgin Islands

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BEH data notes

Bureau of Education for the Handicapped
U.S. Department of Health, Education, and Welfare

States Will Receive $246 Million In Part B Allocations for FY 1978

December 1977

The purpose of the *Data Notes* is to summarize information about the implementation of the Education for All Handicapped Children Act. This data note is a result of a joint effort of the Division of Innovation and Development and the Division of Assistance to States.

EDWIN MARTIN, Deputy Commissioner for the Bureau of Education for the Handicapped

GARRY McDANIELS, Director of the Division of Innovation and Development

DANIEL RINGELHEIM, Director of the Division of Assistance to States.

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This year, States will receive a total of $246 million in grants from the Bureau of Education for the Handicapped. The grants, which help states improve and continue programs for their handicapped children, are authorized under Part B of the Education of the Handicapped Act as amended by Section 611 of Public Law 94-142.

The grants being used during FY 1978 are awarded on the basis of a special formula. The money a state receives is based on the number of handicapped children 3-21 years old in the State who are receiving special education and related services multiplied by 5 percent of the average spent throughout the country on each pupil in Fiscal Year 1976. The average per pupil expenditure for all public elementary and secondary schools in the U.S. was $1,430.[1]

During the 1976-77 school year, 3,721,808 handicapped children were receiving services. However, not all of these children are included in figures used to calculate Part B allocations for two reasons:

1. The law stipulated that a State could count no more than 2 percent of its 5-17 year old population as learning disabled.
2. Children in State-supported institutions could not be used in calculating the Part B allocation since States already received funds under Section 121 of the Elementary and Secondary Education Act of 1965, to serve these children. States receive 40 percent of the average per pupil expenditure for these children.

State allocations for fiscal years 1977 and 1978 are presented in Table 1.[2] California, Texas, and New York received the three largest grants ($22.6, $15.3, and $15.1 million respectively). The three smallest grants went to Vermont, Alaska, and Wyoming ($539,000, $491,000, and $471,000 respectively). To protect states from receiving less money for their handicapped children under the new law than they received during FY 1977, a hold harmless provision was introduced into the law. Fourteen states were held harmless for the 1978 allocations. For example, if there had been no hold harmless provisions, Vermont would have been allocated $283,000.

As previously noted, the law prohibited a State from counting more than 2 percent of its 5-17 year old population as having specific learning disabilities. Twenty-one states surpassed that limit. Hawaii and New Mexico were unaffected because of the hold harmless provision. The same provision lessened the impact of the 2 percent limit on the allocations of Alaska and Nevada.

The FY 1978 allocation of $246 million represents a funding increase of 27.5 percent over FY 1977. Twenty-nine States received more money than they did in FY 1977.

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[1] 94-142 authorizes appropriations equal to 10% of the APPE for 1979; 20% for FY 1980; 30% for FY 1981, and 40% for FY 1982. Should sums appropriated be insufficient to fully fund these authorization levels, the actual allotment per child will be prorated.

[2] The graph and the table indicate the amount States will receive if they choose to participate. At the time this note was prepared, New Mexico had not yet made this decision.

TABLE 1

State Grants Under Part B of the Education of the Handicapped Act

State	FY 1977 Allocation (Hold Harmless)	Formula-Based FY 1978 Allocation[1]	FY 1978 Allocation (Actual[2])
U.S. Total for States Only	$192,900,524	$243,775,920	$245,775,773
Alabama	3,365,542	3,776,498	3,776,498
Alaska	490,567	393,236	490,567
Arizona	1,921,124	2,537,384	2,537,384
Arkansas	1,829,462	1,767,542	1,829,462
California	18,609,066	23,333,515	23,333,515
Colorado	2,335,174	2,845,535	2,845,535
Connecticut	2,763,013	3,922,276	3,922,276
Delaware	622,204	778,246	778,246
Florida	6,380,764	7,978,528	7,978,528
Georgia	4,618,356	5,926,761	5,926,761
Hawaii	836,262	644,986	836,262
Idaho	781,714	895,985	895,985
Illinois	10,221,515	14,912,002	14,912,002
Indiana	5,010,905	5,839,638	5,839,638
Iowa	2,634,753	3,293,313	3,293,313
Kansas	2,060,933	2,561,060	2,561,060
Kentucky	3,098,951	3,890,946	3,890,946
Lousiana	3,775,472	5,860,310	5,860,310
Maine	960,286	1,430,099	1,430,099
Maryland	3,835,476	5,108,386	5,108,386
Massachusetts	5,212,919	8,442,257	8,442,257
Michigan	8,817,578	10,074,857	10,074,857
Minnesota	3,758,157	4,935,284	4,935,284
Mississippi	2,317,010	1,976,910	2,317,010
Missouri	4,267,874	6,398,215	6,398,215
Montana	735,291	578,928	735,291
Nebraska	1,398,141	1,770,296	1,770,296
Nevada	599,425	590,587	599,425
New Hampshire	760,460	620,451	760,460
New Jersey	6,457,792	9,837,092	9,837,092
New Mexico	1,128,789	1,034,574	1,128,789
New York	15,738,278	15,782,022	15,782,022
North Carolina	4,992,790	6,519,459	6,519,459
North Dakota	671,532	606,002	671,532
Ohio	10,057,668	11,052,816	11,052,816
Oklahoma	2,354,020	2,848,682	2,848,682
Oregon	1,975,798	2,343,180	2,343,180
Pennsylvania	10,378,532	13,806,578	13,806,578
Rhode Island	843,286	1,046,913	1,046,913
South Carolina	2,710,586	4,967,615	4,967,615
South Dakota	698,770	657,504	698,770
Tennessee	3,707,002	5,812,671	5,812,671
Texas	11,265,148	15,522,153	15,522,153
Utah	1,213,009	2,057,060	2,057,060
Vermont	539,113	292,093	539,113
Virginia	4,561,746	5,296,653	5,296,653
Washington	3,201,385	4,867,187	4,867,187
West Virginia	1,567,670	2,078,304	2,078,304
Wisconsin	4,348,328	3,868,986	4,348,328
Wyoming	470,988	394,345	470,988

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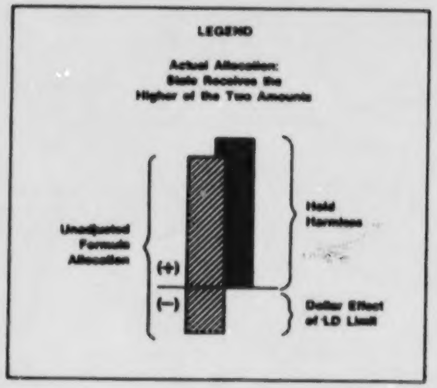
[1] The formula is .05 times $1430 times the 94-142 child count. The 94-142 child count holds the total number of children with specific learning disabilities at 2 percent of the 5-17 year old population for each State.

[2] This figure is the larger of the first two columns.

State Grants Under Part B of the Education of the Handicapped Act


LEGEND
Actual Allocation:
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Higher of the Two Amounts
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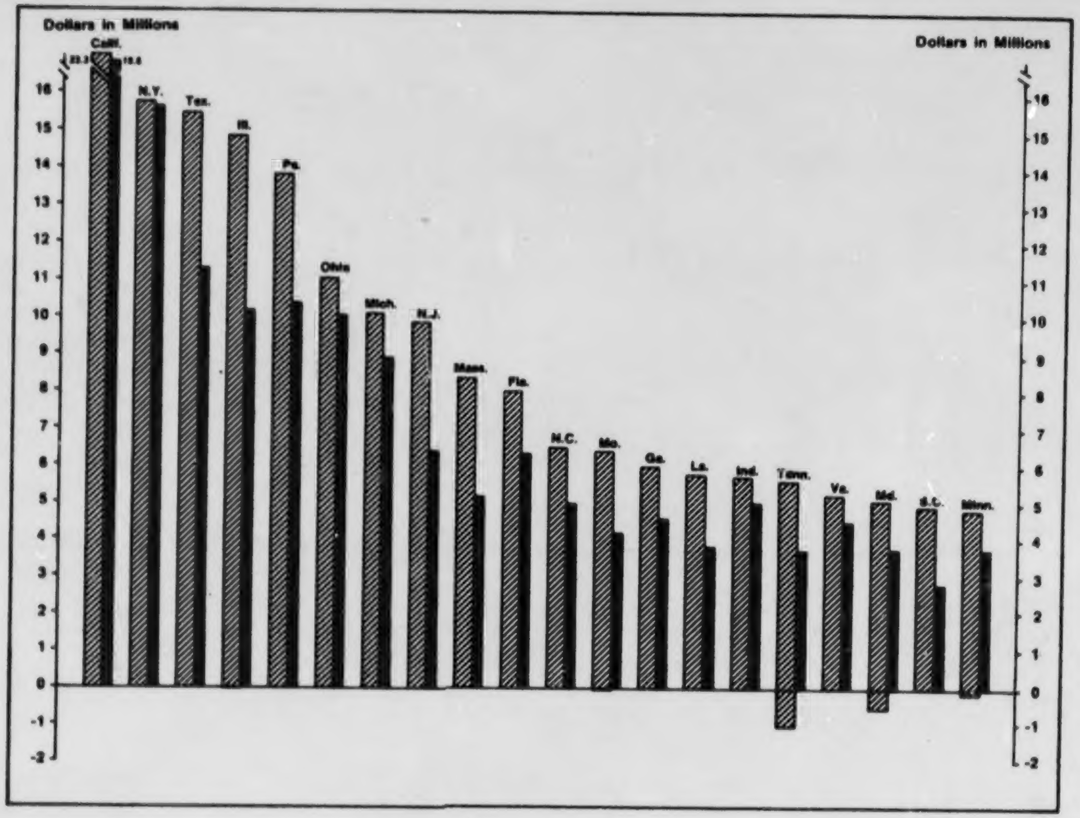

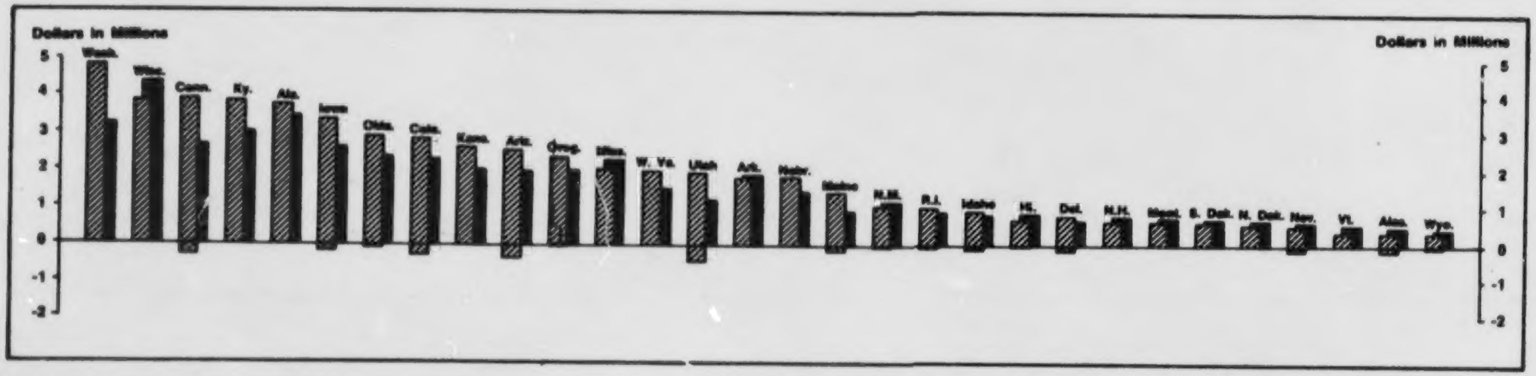

TABLE 2
Incentive Grants for Preschool Handicapped Children

State	Children Served (Ages 3-5)	Preschool Incentive Grant (FY 1978)
U.S.Total for All States and Territories	196,277	$12,500,000
U.S. Total for States Only	195,058	12,422,368
Albama	443	28,213
Alaska	378	24,073
Arizona	774	47,382
Arkansas	446	28,404
California	24,370	1,552,016
Colorado	1,936	123,295
Connecticut	1,244	79,225
Delaware	474	30,187
Florida	5,274	335,877
Georgia	3,719	236,846
Hawaii	190	12,100
Idaho	658	41,905
Illinois	20,891	1,330,454
Indiana	1,214	77,314
Iowa	3,844	244,807
Kansas	2,575	163,990
Kentucky	1,470	93,618
Louisiana	4,759	303,079
Maine	678	43,179
Maryland	1,145	72,920
Massachusetts	4,750	302,506
Michigan	13,725	874,084
Minnesota	4,221	268,817
Mississippi	1,195	76,104
Missouri	5,846	372,305
Montana	449	28,595
Nebraska	2,493	158,768
Nevada	764	48,656
New Hampshire	289	18,405
New Jersey	4,755	302,825
New Mexico	666	42,415
New York	6,114	389,373
North Carolina	4,110	261,747
North Dakota	402	25,602
Ohio	4,069	259,136
Oklahoma	2,762	175,899
Oregon	2,280	145,203
Pennsylvania	11,007	700,986
Rhode Island	1,069	68,080
South Carolina	3,778	240,604
South Dakota	452	28,786
Tennessee	7,316	465,923
Texas	23,066	1,468,970
Utah	1,478	94,127
Vermont	535	34,072
Virginia	4,230	269,390
Washington	1,582	100,750
West Virginia	834	53,114
Wisconsin	4,032	256,780
Wyoming	337	21,462

Incentive Grants for Preschool Children Total $12.5 Million

Because it is generally accepted that the earlier you identify and work with a handicapped child, the better the chances of ameliorating some of the effects of the handicap, the new law introduced a system of incentive grants to States serving handicapped children ages 3-5. Entitlements for these grants are calculated on the basis of $300 for each child. However, the $12.5 million appropriation for this program limited the amount available to the States to a proration of $64.69 for each child.

Allocations are shown in Table 2. California, Texas, and Illinois received the largest awards. Their grants account for more than one-third of the total appropriation. Nine states received grants of less than $30,000. Hawaii had the smallest award ($12,000).

Supplemental Information

After this issue of Data Notes was printed, the information for other jurisdictions became available. The following numbers supplement Table 1, grants under Part B of the Education of the Handicapped Act.

	FY 1977 Allocation (Hold Harmless)	Formula-Based FY 1978 Allocation	Actual FY 1978 Allocation
	.....$.....	.....$.....	.....$.....
District of Columbia	668,848	440,065	668,848
Puerto Rico	2,899,064	677,552	2,899,064
American Samoa	180,508[1]	___[2]	228,455[3]
Bureau of Indian Affairs	1,951,207[1]	___[2]	2,493,437[4]
Guam	501,668[1]	___[2]	634,920[3]
Trust Territories	578,813[1]	___[2]	732,554[3]
Virgin Islands	319,268[1]	___[2]	404,071[3]
Total (Including the 50 States)	200,000,000	244,893,537	253,837,122

[1] The hold harmless provision does not apply to these jurisdictions.

[2] The allocation for these jurisdictions is not based on the same formula as that used for the 50 States, the District of Columbia, and Puerto Rico.

[3] A total of $2,000,000 was allocated to American Samoa, Guam, Trust Territories, and Virgin Islands. The total was divided proportionally according to the number of 3 through 21 year old residents in each jurisdiction.

[4] The Bureau of Indian Affairs was allocated 1 percent of the total allocation to the 50 States, the District of Columbia, and Puerto Rico.

Bureau of Education BEH for the Handicapped

Study Review

November 1978

The purpose of BEH STUDY REVIEW is to disseminate information concerning research and evaluation activities supported by the Bureau of Education for the Handicapped. BEH STUDY REVIEW will be published on an intermittent basis by the State Program Studies Branch.

EDWIN MARTIN, Deputy Commissioner for the Bureau of Education for the Handicapped.

Inquiries concerning the BEH STUDY REVIEW should be directed to Dr. Mary Kennedy, Acting Chief of the State Program Studies Branch, BEH-DID, 400 Maryland Ave., S.W., Washington, D.C. 20202.

Further information about the Rand study can be obtained from Dr. Joe Rosenstein, Project Officer, Research Projects Branch. He can be contacted at the same address as Dr. Kennedy.

Rand Corporation To Study Cost of Special Education

A two-year $456,000 grant was awarded to the Rand Corporation on July 15, 1977 to study the costs of special education. The project is directed by Dr. James S. Kakalik.

The objective of this effort is to improve decision making in special education programming and finance by providing information on the costs of alternative types of educational placements for children of different ages with various physical and mental handicaps. This study also will produce improved cost analysis methods and models for use by education agency personnel and others concerned with financing and administering special education programs.

How much do various types of special education cost? This apparently simple question is one of the major unresolved issues in special education. Cost information is lacking despite very large government expenditures for special education: reported total expenditures for the "excess cost" of special education (those costs above the cost of regular education) for fiscal 1976 were approximately $4.7 billion, which equals about $1,200 per physically or mentally handicapped child served. The primary reason for the uncertainty about program costs is that educational agencies seldom compile and report cost data separately for a particular type of educational placement for a particular type of handicapped child. Also, the available data invariably combine together some expenditures for handicapped children with those for nonhandicapped children and combine together some expenditures for one type of special education placement with those for another. Hence, research is needed to collect and analyze expenditure data and resource use in local education agencies to learn the costs of providing special education by various alternative educational placements.

A major study of the cost of special education is essential at this time for two reasons: First, partly as a result of recent Federal and state court rulings and legislation, special education programs are rapidly expanding and changing. Second, knowledge of cost that would be useful in special education policy making is deficient, because research conducted to date on the cost of special education has been limited and inadequate.

The 1975 Federal Education for All Handicapped Children Act, P.L. 94-142, as well as recent Federal and state court rulings and legislation, mandate and stimulate the provision of appropriate special education for all handicapped children. These rulings and legislation will greatly affect both the special education service delivery system and the total cost of special education. Ongoing reforms in the delivery system for special education services have major implications for cost. Special education costs and finance policy can strongly influence implementation of desired special education delivery system reforms. Consequently, the issue of the cost of special education has very significant policy relevance at this time.

Description of

	Population Per Square Mile[1]	School Enrollment in Thousands[2]	Percent Minority[3]	Percent Hispanic[3]	Per Capita Personal Income[1]
Western States					
California	135	4,420	29.2	17	$6,555
Oregon	24	478	4.8	1	5,610
Montana	5	172	5.9	1	5,434
North Central States					
Indiana	147	1,226	11.0	1	5,587
Michigan	161	2,073	16.0	2	6,240
Minnesota	50	880	3.1	1	5,754
South Dakota	9	151	6.6	0	4,980
Northeastern States					
New Jersey	972	1,458	21.3	5	6,629
New York	379	3,401	26.6	10	6,603
Rhode Island	884	176	5.2	1	5,917
Southern States					
Oklahoma	39	595	17.6	1	4,996
South Carolina	93	630	41.7	0	4,521
Tennessee	101	887	21.6	0	4,766
Texas	47	2,812	38.9	23	5,387

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[1] U.S. Bureau of the Census, *Statistical Abstracts of the United States*, 1976.

[2] National Center for Educational Statistics, *Statistics of Public Elementary and Secondary Day Schools*, 1975.

[3] Office of Civil Rights, *Directory of Public Elementary and Secondary Schools in Selected Districts: Enrollment and Staff by Racial/Ethnic Group*, 1972.

Sample States

Regular Education Expenditures Per Child[1]	Special Education Finance Formula[5]	State Special Education Funds Per Handicapped Child Served in 1976[4]	Estimated Percent of Special Education Funds From Local Sources[4,5]	Special Education Children as Percent of Population (Ages 5-17)[4]	Number of Children in Special Education (Thousands)[4]
$1,320	Unit	$ 838	50	6.7	326
1,501	Excess cost	169	46	7.4	38
1,554	Excess cost	2,370	0	4.4	8
1,160	Grant per pupil	343	41	6.3	82
1,366	Excess cost	881	37	6.1	141
1,513	Unit	545	37	7.2	71
1,094	Grant per pupil	136	71	5.5	9
1,892	Excess cost	548	50	8.0	138
2,179	Excess cost	1,061	42	5.4	221
1,481	Excess cost[6]	944	63	7.0	15
1,130	Unit	219	30	7.0	43
1,030	Unit	338	1	9.9	69
969	Grant per pupil	396	38	10.0	97
1,422	Unit	1,001	20	7.3	217

[4] National Association of State Directors of Special Education *State Profiles in Special Education*, 1977. (Child counts may differ from those reported for funding purposes under P.L. 94-142, if state and Federal eligibility criteria differ.)

[5] Wilkin, W., and D. Porter, *State Aid for Special Education: Who Benefits?* (Washington, D.C.: National Foundation for the Improvement of Education, October 1976).

[6] Phasing into excess cost formula and out of grant per pupil formula.

Cost information is needed for a variety of purposes: to aid in planning and evaluating education programs for individual children; to facilitate better education system planning and evaluation by enhancing understanding of the costs of different types of services and educational placements; to aid in determining the levels of financing required to provide an appropriate education for all handicapped children; and to allow adjustment of finance formulas to match need, to enhance equalization efforts, and to reduce fiscal incentives for inappropriate classification and inappropriate education placements for individual children. Dr. Kakalik believes the impact on handicapped children of using improved cost information for any and all of the above purposes will be major.

The research approach includes the following activities:

- Collecting up-to-date empirical data on resource use and cost from local and state education agencies. The Rand Corporation cost analysts will visit each agency in person to minimize the burden of data collection on the education agency and to enhance the interdistrict comparability of the data collected.
- Collecting data from a relatively large national sample of special education programs. The sample will include many programs within each of approximately 50 localities in 14 states. The states and localities will be selected probabilistically to be representative on various dimensions.
- Conducting cost modeling and analysis activities, in addition to cost data collection.
- Explicitly analyzing variations in cost due to differences in educational placements.
- Explicitly analyzing variations in cost due to factors such as pupil/staff ratios, pupil age, turnover of pupils in programs, variations in the demographic characteristics of the districts, economies of scale, differing prices of resources across districts, and the newness of a program.

- Analyzing the sensitivity of cost to various data and policy factors and assumptions. Considering both (1) the relative cost of special education in relation to general education, as well as (2) the absolute cost of special education measured in terms of the actual resources devoted to a handicapped child.
- Developing cost models and cost analysis methods that can be used by education agency personnel and other policymakers with their own local or state data to estimate (1) the cost of an "individual education program" being considered for an individual child as well as to estimate (2) the cost of various different special education programs for groups of children.
- Developing and documenting cost models and analysis methods that are of sufficient detail to be policy-relevant, but not so detailed as to require a new expensive accounting system in order to be used by the local and state education agencies.
- Developing more than one cost model and analysis method, and using more than one definition of cost, since different ones are needed for different policy purposes.

Fourteen states will be included in the sample, and forty-six localities, whose anonymity has been assured, will be selected from within those states. Descriptive information on the states is included here.

Rand completed the data collection during the first year of the study. The second year of the study is devoted to data processing, description of the participating educational agencies' programs, cost modeling and analysis, and preparation of the final report.

U.S. Department of Health, Education, and Welfare

APPENDIX B

Evaluation Plan for the Education for All Handicapped Children Act (Public Law 94-142)

The Bureau of Education for the Handicapped has responsibility not only for the administration of P.L. 94-142, but also for evaluating progress in implementation. This appendix describes the evaluation plan developed by the Bureau. It has three parts. The first describes the purpose of the evaluation and the section of the Act which calls for the evaluation. The second provides the general approach and assumptions underlying the evaluation strategy, and the third describes progress to date.

Purpose of the Evaluation

The purpose of the evaluation is to satisfy Congressional requests for information as well as to examine additional topics necessary to the administration of the Act. Findings are to be reported to Congress annually by the Commissioner of Education. The Congress outlined its expectations regarding the evaluation in Section 618, which lists topics the Congress wants addressed. Information will also be developed for other Federal and State audiences so that their own administration may be improved. In addition to wide distribution of the Annual Report to the Congress, the Bureau plans to disseminate other publications such as those shown in Appendix A.

General Approach

The first step in developing the evaluation plan was to identify a reasonably parsimonious set of questions for which the administration and the Congress must have answers. The questions relate to the evaluation requirements of the Act and to the Congressional findings which led to the Act. The questions reflect fundamental issues surrounding the Act in a language which allows easy debate with all audiences concerned with P.L. 94-142. Six questions have been developed through this process. The six questions are:

1. Are we serving the intended beneficiaries? This question deals with the number and kinds of children being served by States in accordance with the provisions of P.L. 94-142. Its importance stems both from the fact that funds are allocated on the basis of the counts and from the provisions in the Act for procedures that prevent erroneous classification of children.

2. In what settings are the beneficiaries being served? This question addresses the kinds of environments in which children are being educated. Its importance stems from both court cases and laws which have encouraged placement of children in the least restrictive environment commensurate with their needs.

3. What services are being provided to beneficiaries? This question addresses the kinds of teachers available and the services they provide to handicapped children. Knowledge of the services provided to children facilitates both manpower planning and improvements in service delivery.

4. What administrative mechanisms are in place? This question addresses the extent to which Federal, State, and local educational agencies are progressing in their own administration of the provisions of the Act. In order to operate within the requirements of the Act, there are a number of essential agency activities.

5. What are the consequences of implementing the Act? This question addresses administrative, fiscal, and attitudinal reactions to the Act. Its importance will lie in the extent to which findings lead to changes in administration.

6. To what extent is the intent of the Act being met? This question addresses the several goals of the Act, including the American ideal of due process and equal treatment of all citizens.

Given these questions, the Bureau developed a strategy to continually improve the quality of knowledge which could be brought to bear on each question. The strategy entails a number of conscious decisions based on several assumptions. These assumptions and decisions will be outlined below.

Assumptions

1. Negotiating Questions

It was assumed that establishing the evaluation questions would be both a technical and a political exercise—a task requiring consultation but not necessarily consensus. Meetings have been held with the staff at all levels of the

Division of Education, with staff from the Congress, with special interest groups, State and local evaluators, and the academic community. Establishing the questions and the methodology took nearly a year. As each review occurred, new concerns were raised and new formulations were developed. Each new formulation was then checked against the initial concerns of the Congress. Charts B-1 and B-2 demonstrate the relationship between the questions and the concerns raised by the Congress both in their findings and in their specifications of the evaluation requirements of the Act.

2. Study Methodologies

A single study has often been considered sufficient for evaluating a complex program. However, implementation requires establishing rules and administrative mechanisms, identifying children, training school staff, and testing a variety of services and program approaches. It was assumed that different study methodologies would be valuable for different questions. Large-scale surveys, for example, have well-known assets and liabilities. Where the assets of the large-scale survey are needed, such studies will be commissioned. However, the small experiment and the small case study also have assets in developing information. The questions being pursued will dictate the methodology chosen.

3. Information Needs

The studies and projects are collectively described as an evaluation of P.L. 94-142. However, several people have observed that a large number of projects are generating descriptive information about the system (e.g., numbers of children and teachers). The information needs of people concerned with the implementation of P.L. 94-142 are enormous. In developing the questions, it was discovered that the need for basic information far exceeded the need for evaluative judgments. Without the negotiation phase, these basic information needs may not have received sufficient attention.

4. Phasing of Studies

It was assumed that the implementation of this Act would follow a rough developmental sequence. Because of this assumption, the focus of the studies will change over time. Creating a knowledge base about this enormous educational event will be a slow, cumulative process. Initial efforts were geared toward improving documentation techniques, examining the existence of services, counting the attendance of children, and so on. The implementation of the several requirements was examined next. Finally, studies will focus on the quality of different types of programs. Throughout this sequence, the studies must be designed to discover obstacles to implementation, so that corrective actions can be taken.

5. Role of Evaluation

It was assumed that information should be designed to contribute toward the improvement of implementation of the Act. It was assumed, for example, that by making full use of data provided in State-generated documents, States would be motivated to improve the quality of those data, and that frequent and wide dissemination of evaluation findings would increase their utility to the field.

Decisions

1. Question Format

Questions were used to organize the information being sought. The question format has limitations. Questions often imply that a simple yes or no answer will be forthcoming. Questions may also imply that a complete answer is possible, when neither simple nor complete answers can be achieved. Questions, however, have a major asset. They focus audiences on the problems identified as critical and allow easy communication of complex issues. This asset overrides the liabilities of the format.

2. Data Sources

The commissioned studies will be a data source for the Annual Report to the Congress. However, other sources of information have been heavily emphasized. The State-generated documents, such as the Annual Program Plans and end-of-year reports, were analyzed and summarized by Bureau staff. The results of State program administrative reviews, conducted by internal staff for the purposes of monitoring, were also analyzed.

In addition, staff and consultants will monitor and summarize the literature being developed by numerous investigators not sponsored directly by the Bureau of Education for the Handicapped. Such studies will serve to question, validate, and expand the commissioned work.

3. Longitudinal Analysis

Many studies and projects will be designed to capture progress over time, rather than to describe single events or to compare events. Because change is occurring rapidly, descriptions of single events lose meaning quickly. Because the Act is national, comparative studies of status lack utility. Longitudinal analysis allows progress to be described in relationship to the variety of events and activities that influence progress.

4. Reporting

The Commissioner's Annual Report to the Congress provides one reporting opportunity. However, there is other information which may be needed more rapidly (e.g., State allocations) or which may be of more interest to decision-makers locally than to Federal decision-makers (e.g., programs that are highly successful). Therefore, in addition to the Commissioner's Annual Report, several other reporting mechanisms will be used. These include publications in journals, study reviews, and data notes.

Study reviews are used to distribute summaries from individual studies. These findings will also be summarized in the Annual Report to the Congress; however, the study review offers a method for quickly notifying a number of audiences about particular studies. One study review has been produced so far, and it describes a study of the costs of special education and related services.

Data notes are used to distribute data on implementation and services as such data become available. These data are also included in the Annual Report, but the data note provides a vehicle for more immediate circulation. Two data notes have been produced so far, one on the number of children States counted during the 1976-77 school year and one on the allocation of funds to States for the first year of implementation of the Act.

It is incumbent on Bureau staff to write and publish extensively if evaluation findings are to contribute to improved administration of the Act. Information regarding the implementation of P.L. 94-142 will be circulated widely and frequently.

Progress to Date

This section describes evaluation efforts over the first three years of activity and demonstrates the relationship between the evaluation sequence and the developmental sequence of implementation.

FY 1976

P.L. 94-142 was enacted late in 1975 and was to become effective two years later, in school year 1977-78. The first evaluation funds became available in the summer of 1976, a year when not only the Federal agency, but also State and local agencies, were gearing up to begin implementation. Given a strategy of focusing in earlier years on documentation, primary emphasis was placed on Question 1 (Are we serving the intended beneficiaries?).

Attention fell on the first question for two reasons: first, the Congress had specified in the Act that the Commissioner should validate the States' counts of handicapped children and, second, because the target of the Act was such a diverse population, the first question seemed especially difficult to answer.

Three studies were designed to address this question. The first was a study of the variation in State definitions of handicapping conditions. The data provided knowledge of who the intended beneficiaries are in each State and the extent to which they differ from State to State. The second was a study of State capabilities to collect, maintain, and aggregate data required for P.L. 94-142. The study provided not only information on the precision of current counts, but also an estimate of States' capabilities to respond to possible new demands that the Act may entail. Finally, the third study was initiated to develop a procedure for validating the counts of children that States supplied. Since the counts represent the results of a census, this study has provided information on census validation procedures.

Though most of the first-year studies were aimed at the explication of the first question, one other study was designed to begin explorations into the fifth question (What are the consequences of implementing the Act?). This study provided information on the variety of interpretations of what an Individual Education Program (IEP) was, how it should be used, how it should be developed, and what the consequences of having to implement the IEP were for all parties.

FY 1977

Studies initiated in Fiscal 1977 were undertaken during the first year in which the Act became effective. Thus, primary emphasis during this funding year was on activities undertaken to implement P.L. 94-142.

Two studies were undertaken to scan the array of issues and questions. One analyzed data available in State reports, and one began a five-year observation of progress in implementation in a sample of 22 communities. The State plans are prepared annually as an end-of-year report on the accomplishments of the States. In addition, the States are visited biannually for a review of their actual programming. These documents have been exhaustively analyzed for their contributions to all six questions. Because State data provide only a description of national trends, something was needed to provide a more in-depth, dynamic understanding of progress. Thus, the longitudinal examination of the impact of the Act on a small sample of local educational agencies was initiated. The personal and local impact of Federal programs is often obscured by statistical surveys of easily measured events. In this study the impact of the Act will be documented by in-depth interviews with and observation of administrators, teachers, and parents over a five-year period.

Two studies were also initiated to explore issues of quality. Though it was too soon to assess the impact of services, there was a need for definitions of quality to be developed for assessing activities for both State and local administrators as well as Federal agencies. Thus, one study was initiated to determine the various means by which quality may be assessed. A second study dealing with quality focused specifically on the Individual Education Programs. These documents are at the heart of the service delivery system, and the Congress has asked for a national survey of them.

Finally, two studies were initiated to examine many of the hypothesized consequences of the Act. Even before the Act was implemented, it created many concerns. For example, teachers felt that some of the provisions of the Act would threaten their positions. One study was designed to analyze the concerns expressed by teachers. The second study focused on the initial impact of the Act on all parties in school systems in school year 1977-78. The magnitude of problems actually encountered was expected to depend heavily on the context in which implementation must occur. Thus, this study was designed to investigate the initial impact of the Act in getting programs started.

FY 1978

The earlier studies have been targeted primarily toward either documentation of practices or preliminary assessment of impact. Work initiated in FY 1978 began to focus on more specific questions of quality.

First, because of the emphasis in the Act on the appropriateness of placement for handicapped children, a study was initiated to determine the decision rules suggested in policies and used in practice to determine children's placements.

Second, a series of studies were initiated to examine the impact of placements on children and their families over time. These studies will each follow a small population of handicapped children and their families to determine the extent to which the Act has assisted them.

Summary

This overview is designed to provide a brief synopsis of the general strategy and underlying assumptions of the Bureau's evaluation plans, the questions guiding its investigations, and the studies undertaken to date. Also included are summaries of the questions as they relate to the Act. Chart B-1 demonstrates the relationship between the evaluation questions and the Congressional findings which led to passage of the Act. Chart B-2 demonstrates the relationship between the evaluation questions and Section 618 of the Act, which contains the evaluation requirements.

Chart B-1

Relationship Between Congressional Findings and Evaluation Questions

THE CONGRESS FINDS THAT—	EVALUATION QUESTIONS:
1. There are more than eight million handicapped children in the United States today;	How many children are being served? (1.C.)
2. The special educational needs of such children are not being fully met;	What services are being provided to children? (3.)
3. More than half of the handicapped children in the United States do not receive appropriate educational services which would enable them to have full equality of opportunity;	To what extent is the intent of the Act being met? (6.)
4. One million of the handicapped children in the United States are excluded entirely from the public school system and will not go through the educational process with their peers;	Are there eligible children who are not being served? (1.B.3.) In what settings are children being served? (2.)
5. There are many handicapped children throughout the United States participating in regular school programs whose handicaps prevent them from having a successful school experience because their handicaps are undetected;	Are there eligible children who were never identified? (1.B.3.a.)
6. Because of the lack of adequate services within the public school system, families are often forced to find services outside the public school system, often at great distance from their residence and at their own expense;	In what settings are children being served? (2.) Are there eligible children who are not being served? (1.B.3.) To what extent is the intent of the Act being met? (6.)
7. Developments in the training of teachers and in diagnostic and instructional procedures and methods have advanced to the point that, given appropriate funding, State and local educational agencies can and will provide effective special education and related services to meet the needs of handicapped children;	What instructional services are provided? What personnel are available for instructional services? (3.C.) What services are provided by sources outside the LEA, such as mental health clinics? (3.E.)
8. State and local educational agencies have a responsibility to provide education for all handicapped children, but present financial resources are inadequate to meet the special educational needs of children; and	What administrative mechanisms are in place? (4.) What is the cost of special education and related services? (5.C.1.) What is the cost of administration of special education and related services? (5.C.2.) What resources are available for special education? (5.C.3.)
9. It is in the national interest for the Federal government to assist State and local efforts to provide programs to meet the educational needs of handicapped children in order to assure equal protection of the law.	

Chart B-2

Relationship Between Evaluation Requirements in the Act and Evaluation Questions

SECTION 618	EVALUATION QUESTIONS
(a) The Commissioner shall measure and evaluate the impact of the program authorized under this part and the effectiveness of State efforts to assure the free appropriate public education of all handicapped children.	What administrative mechanisms are in place? (4.) To what extent is the intent of the Act being met? (6.)
(b) The Commissioner shall conduct, directly or by grant or contract, such studies, investigations, and evaluations as are necessary to assure effective implementation of this part. In carrying out this responsibility under this section, the Commissioner shall—	
(1) Through the National Center for Education Statistics, provide to the appropriate committees of each House of the Congress and to the general public at least annually, and shall update at least annually, programmatic information concerning programs and projects assisted under this part and other Federal programs supporting the education of handicapped children, and such information from State and local educational agencies and other appropriate sources necessary for the implementation of this part, including:	
A. The number of handicapped children in each State, within each disability, who require special education and related services;	
B. The number of handicapped children in each State, within each disability, receiving a free appropriate public education and the number of handicapped children who need and are not receiving a free appropriate public education in each State;	How many children are being served? (1.C.) Are there eligible children who are not being served? (1.B.3.)
C. The number of handicapped children in each State, within each disability, who are participating in regular educational programs, consistent with the requirement of Section 612(5)(B) and Section 614 (a)(1)(C)(iv), and the number of handicapped children who have been placed in separate classes or separate school facilities, or who have been otherwise removed from the regular education environment;	In what settings are children being served? (2.)
D. The number of handicapped children who are enrolled in public or private institutions in each State and who are receiving a free appropriate public education, and the number of handicapped children who are in such institutions and who are not receiving a free appropriate public education;	Are there eligible children who are not being served? (1.B.3.) What services are being provided to children? (3.)
E. The amount of Federal, State, and local expenditures in each State specifically available for special education and related services;	What resources are available for special education? (5.C.3.)
F. The number of personnel, by disability category, employed in the education of handicapped children, and the estimated number of additional personnel needed to adequately carry out the policy established by the Act; and	What instructional services are provided? What personnel are available for instructional services? (3.C.) What related services are provided? What personnel are available for related services? (3.D.)

(2) Provide for the evaluation for programs and projects assisted under this part through—	
A. The development of effective methods and procedures for evaluation;	What are appropriate evaluation methodologies for determining the effectiveness of programs and projects? (6.H.)
B. The testing and validation of such evaluation methods and procedures; and	How accurate are the data on intended beneficiaries? (1.E.)
C. Conducting actual evaluation studies designed to test the effectiveness of such programs and projects.	
(c) In developing and furnishing information under subclause (E) of clause (1) of subsection (b), the Commissioner may base such information upon a sampling of data available from State agencies, including the State educational agencies, and local educational agencies.	
(d)	
(1) Not later than one hundred twenty days after the close of each fiscal year, the Commissioner shall transmit to the appropriate committees of each House of the Congress a report on the progress being made toward the provision of a free appropriate public education to all handicapped children, including a detailed description of all evaluation activities conducted under subsection (b).	
(2) The Commissioner shall include in each report—	
A. An analysis and evaluation of the effectiveness of procedures undertaken by each State educational agency, local educational agency, and intermediate educational unit to assure that handicapped children receive special education and related services in the least restrictive environment commensurate with their needs and to improve programs of instruction for handicapped children in day or residential facilities;	What administrative mechanisms are in place? (4.) Do placement procedures assure a placement in the least restrictive environment? (6.C.) What are the improvements in programs in day and residential institutions? (6.F.)
B. Any recommendations for change in the provisions of this part, or any other Federal law providing support for the education of handicapped children; and	What are the consequences of implementing the Act? (5.)
C. An evaluation of the effectiveness of the procedures undertaken by each such agency or unit to prevent erroneous classification of children as eligible to be counted under Section 611, including actions undertaken by the Commissioner to carry out provisions of this Act relating to such erroneous classification.	What administrative mechanisms are in place? (4.) Were all children who are served intended to be served? (1.B.2.) Do procedures prevent erroneous classification? (6.D.)
In order to carry out such analyses and evaluations, the Commissioner shall conduct a statistically valid survey for assessing the effectiveness of individualized education programs.	Is there an individual education program plan for each child? (3.A.) Are all services stipulated in the individual education program plan provided? (3.B.)
(e) There are authorized to be appropriated for each fiscal year such sums as may be necessary to carry out the provisions of this section.	

APPENDIX C

Special Studies Funding History

FY 1976: Initial Studies

Study 1: *Analysis of State Data Reporting Capability.* The purpose of this study was to determine the States' capacities to respond to the new reporting requirements inherent in P.L. 94-142. The study was conducted by Management Analysis Center (MAC). MAC analyzed the data requirements in the Act and the reporting forms being developed by the Bureau and visited 27 States to test their capacity to respond. MAC reported on State capacity to provide four categories of information: children, personnel, facilities, and resources. They found capacity was relatively high in the first category and decreased across the remaining categories. They recommended deleting facilities requirements, since States could not adequately respond to such requests.

Study 2: *Methods of Validating Child Count Data.* The purpose of this study was to develop a sampling plan and a method that could be used by the Bureau to validate the State counts. The work was performed by the Stanford Research Institute (SRI). SRI evaluated all previously available data on the incidence of handicapped children and concluded that the data reported by States were at least as accurate as other data sources, if not more so. Regarding a procedure for validating the information, SRI concluded that these procedures should be incorporated into the counting procedures themselves and has developed a handbook for States on how to do this.

Study 3: *Analysis of State Definitions of Handicapped Conditions.* The purpose of this study was to determine the extent to which State policies either (a) provided for services to children with disabilities other than those provided for under P.L. 94-142, or (b) used varying definitions of eligibility criteria for the same categories of children. The work was performed by the Council for Exceptional Children (CEC), which found that neither the types of children provided for nor the definitions varied widely. However, some instances were found in which eligibility criteria did vary. These variations have to be considered when reviewing the counts of children reported by States.

Study 4: *Implementation of Individual Education Programs.* The purpose of this study was to estimate the difficulty of implementing this particular provision of the Act. The work was performed by Nero and Associates and by internal staff. Four States were visited and a variety of individuals affected by the Act were interviewed. The study revealed that (a) similar concerns were identified in States which already had provisions and in States which did not, and (b) similar concerns were raised by both special and regular education teachers. The findings are being used to design technical assistance and in-service training programs.

Chart C-1
Summary of FY 1976 Studies

Study	Research Questions	Contractor	Final Report Date
Analysis of State Data Reporting Capabilities	1, 4	MAC	10/30/77
Methods of Validating State Counts of Children Served	1	Stanford Research Institute	12/30/77
Analysis of State Definitions	1	Council for Exceptional Children	7/30/78
Analysis of the Individual Education Programs	5	David Nero & Associates	9/30/77

FY 1977

Study 1: *Analysis of State Data.* The purpose of this study was to analyze data already available from States. The work was being performed by TEAM Associates and by internal staff. The States prepared extensive program plans for their first year of implementation. These plans as well as end-of-year performance reports will be provided to the Bureau annually. The State data contain the numerical information required in the Act as well as extensive information on policies and procedures. Analyses of the information contained in these State documents, as well as information contained in Program Administrative Reviews, will be conducted continually and will form the backbone of the Annual Report to the Congress.

Study 2: *Progress in Implementation.* The purpose of this study was to follow a sample of school systems over a five-year period to observe their progress in implementing the Act. Because the Congress asked that the Annual Report describe progress in implementation, this in-depth study of processes was designed to complement the national trends reported by States. The work will be performed by SRI International.

Study 3: *Criteria for Quality.* This study was designed to lay the ground work for future studies of the quality and effectiveness of procedures. It is being conducted by internal staff with the assistance of Thomas Buffington and Associates. The study focuses on the four principal requirements in the Act: provision of due process, least restrictive placements, individualized education programs, and prevention of erroneous classification. The study is designed to solicit a variety of definitions of quality for each of the requirements.

Study 4: *A National Survey of Individualized Education Programs.* The purpose of this study is to determine the nature and contents of the individualized education programs being designed for handicapped children. These programs are at the heart of the service delivery system, and the Congress has asked for a survey of them. The work will be done by Research Triangle Institute (RTI). RTI spent the 1977-78 school year designing a sampling plan and information gathering techniques. Data collection will occur in school year 1978-79.

Study 5: *Analysis of Teacher Concerns.* The purpose of this study was to assess the array of concerns raised by teachers regarding the effects of the Act on their professional responsibilities. Several concerns were raised by teachers during the course of our FY 1976 study on individualized education programs, and several have been raised by national teachers organizations. Roy Littlejohn and Associates performed the work.

Study 6: *Analysis of Problems in Getting Started.* The purpose of this study was to assess the first year of implementation of the Act. The work was performed by Education Turnkey Systems. The Education Turnkey Systems staff observed nine local school systems during the 1977-78 school year to determine how priorities were established and how implementation decisions were made at each level of the administrative hierarchy.

Chart C-2

Summary of FY 1977 Studies

Study	Research Questions	Contractor	Final Report Dates
Analysis of State Reports	1-6	TEAM Associates	June 1978
Progress in Implementation	1-6	SRI International	Annually, July
Criteria for Quality	6	Thomas Buffington & Associates	January 1979
Survey of Individualized Education Programs	6	Research Triangle Institute	September 1979
Teacher Concerns	5	Roy Littlejohn & Associates	November 1978
Problems in Getting Started	5	Education Turnkey Systems	March 1979

FY 1978

Study 1: *Decision Rules for Determining Placement.* The purpose of this study is to determine the variety of rules used by schools as well as courts to determine placements. As more and more parents have taken advantage of their rights to due process, courts have been forced to make decisions about the appropriate placements for handicapped children. The extent to which parents and schools use different criteria for determining placements is not known. This study will observe school placement teams and will analyze the criteria put forth in State policies and in court testimonies.

Study 2: *Impact on Children and Their Families.* The purpose of this set of studies is to determine the ways in which handicapped children and their families are affected by the Act. Since they are the beneficiaries of the Act, the studies will focus on their perceptions. Of interest are (a) the child's adjustment to his educational setting and his academic progress, (b) the parent's relationship with the school, and (c) the family's relationship with and attitudes toward the handicapped child.

Study 3: *Analysis of State Data.* This study will analyze data provided by States. The work will be performed by Applied Urbanetics, Inc. (AUI), and by internal staff. Analyses will contribute not only to annual reports to the Congress, but also to data notes which will be immediately disseminated back to States.

Chart C-3

Summary of FY 1978 Studies

Study	Research Questions	Contractor	Anticipated Reporting Dates
Decision Rules for Placements	2,6	Applied Management Sciences	January 1980
Impact on Children and Their Families	5,6	Abt Associates, Inc. American Institutes for Research The High/Scope Foundation The Huron Institute Illinois State University	Annually, July
Analysis of State Data	1-6	Applied Urbanetics, Inc.	(Intermittent)

Overview

The studies initiated during the preceding years address the Bureau's six questions in a variety of ways. The following table demonstrates the way in which they combine to address the six focusing questions. Over the years, the Bureau hopes its ability to answer the questions will grow and that both the questions and their answers will become increasingly precise.

Chart C-4

Answering the Six Questions

	1. Intended Beneficiaries	2. Settings	3. Services	4. Administrative Mechanisms	5. Consequences	6. Intent of the Act
FY 1976						
State Data Capabilities	●			●		
Validating State Counts	●					
State Definitions	●					
Individualized Education Programs					●	
FY 1977						
Analysis of State Reports	●	●	●	●	●	●
Progress in Implementation	●	●	●	●	●	●
Criteria for Quality						●
Survey of Individual Program Plans						●
Teacher Concerns					●	
Problems in Getting Started					●	
FY 1978						
Decision Rules for Placements		●				●
Impact on Children and Their Families					●	●
Analysis of State Data	●	●	●	●	●	●

APPENDIX D

TABLES

Introduction

The tables in this Appendix summarize data obtained primarily from child counts and Annual Program Plans submitted by States and outlying areas as required under P.L. 94-142. Unless otherwise noted, the child count data includes counts of children served under both P.L. 94-142 and P.L. 89-313. The counts of children served under P.L. 94-142 are averages of counts of children served in October and February of the indicated school year. Also, unless otherwide noted, school-age population refers to the number of children aged 5-17 years (Source: U.S. Department of Commerce, Bureau of the Census, Population Estimates and Projections, Series P-25, No. 646, 1977). In tables with footnotes are indicated, the notes follows the last page of the table.

TABLE D-1.1
Distribution of Children Served by Handicapping Condition, School Year 1977-78

State	Speech Impaired	Learning Disabled	Mentally Retarded	Emotionally Disturbed	Other Health Impaired	Orthopedically Impaired	Deaf and Hard of Hearing	Visually Handicapped	Total
Alabama	15,225	7,692	31,990	1,777	449	1,496	1,193	446	60,265
Alaska	1,757	4,109	1,294	320	1,838	130	238	54	9,739
Arizona	9,132	18,586	7,879	3,870	538	395	927	296	41,624
Arkansas	8,852	7,645	16,489	314	230	301	600	313	34,741
California	112,912	85,900	40,768	23,702	32,131	19,356	7,267	2,943	324,976
Colorado	11,380	17,529	8,235	4,835	4	1,377	1,037	375	44,770
Connecticut	15,296	22,902	10,330	9,302	466	500	1,443	458	60,697
Delaware	2,216	5,009	3,264	2,819	163	300	178	106	14,054
District of Columbia	1,962	444	1,695	660	594	189	72	106	5,722
Florida	38,215	37,652	33,844	9,352	1,519	2,024	2,018	805	125,427
Georgia	22,041	18,233	30,478	10,137	1,483	1,098	2,233	788	86,491
Hawaii	2,013	5,688	2,478	213	23	197	348	46	11,006
Idaho	5,293	5,671	3,642	588	837	668	378	320	17,398
Illinois	74,504	62,165	50,022	31,312	5,840	8,017	5,478	2,187	239,522
Indiana	44,273	7,286	28,086	1,584	1,225	920	1,441	567	85,380
Iowa	16,838	18,971	12,825	2,110	0	473	957	234	52,408
Kansas	13,525	8,857	9,141	2,071	441	392	647	292	35,363
Kentucky	22,186	8,767	23,138	1,469	1,810	411	1,130	440	59,350
Louisiana	38,631	13,702	24,537	5,203	2,251	1,115	1,860	696	87,995
Maine	5,579	6,237	5,311	2,739	670	277	438	162	21,410
Maryland	30,731	32,379	15,311	4,170	1,272	1,225	1,725	824	87,636
Massachusetts	34,684	24,770	31,380	26,340	6,159	3,862	7,107	2,573	136,873
Michigan	63,412	33,009	34,064	15,389	0	3,849	3,291	1,435	154,448
Minnesota	22,895	27,040	15,812	3,770	1,444	1,185	1,400	542	74,087
Mississippi	10,753	4,067	16,365	74	22	277	647	170	32,374
Missouri	33,933	22,210	23,539	4,732	1,157	3,242	1,251	518	90,580
Montana	3,314	3,794	2,167	417	201	132	254	166	10,444
Nebraska	9,960	7,275	7,837	1,255	0	340	555	204	27,443
Nevada	3,891	4,009	1,595	316	335	201	185	89	10,619
New Hampshire	1,401	3,236	2,859	716	1,067	282	431	292	10,302
New Jersey	66,604	39,631	21,612	13,106	2,392	2,280	2,761	1,661	150,046
New Mexico	2,470	7,564	4,231	1,324	360	172	428	180	16,727
New York	68,701	27,644	51,782	37,639	33,671	3,859	7,262	2,707	233,264
North Carolina	24,282	20,461	44,662	2,836	686	1,804	2,235	841	97,807
North Dakota	3,818	2,431	2,168	230	33	112	229	105	9,124
Ohio	61,606	37,119	67,567	2,473	871	3,131	2,660	1,025	176,453
Oklahoma	16,530	17,727	13,126	436	384	683	808	312	50,004
Oregon	10,571	13,688	7,008	2,109	362	814	1,322	444	36,316
Pennsylvania	78,049	27,152	53,221	10,574	3,771	2,740	4,770	2,565	182,840
Puerto Rico	772	2,286	9,290	695	435	401	1,201	252	15,330
Rhode Island	3,630	4,750	2,200	1,162	1,606	202	468	76	14,092
South Carolina	24,447	11,907	27,260	4,274	331	866	1,262	799	71,144
South Dakota	4,541	1,447	2,291	209	37	232	262	81	9,098
Tennessee	25,871	35,103	26,319	2,414	1,204	2,881	1,811	776	96,378
Texas	76,788	115,901	42,154	10,461	20,907	7,655	5,853	1,750	281,468
Utah	5,966	13,662	5,281	9,861	214	271	669	245	36,169
Vermont	2,124	2,869	2,069	132	225	62	122	31	7,632
Virginia	31,670	18,812	21,344	3,411	1,875	663	1,946	1,609	81,329
Washington	12,762	14,744	12,311	6,305	650	2,318	1,438	562	51,088
West Virginia	9,348	6,372	11,559	573	690	476	540	318	29,874
Wisconsin	14,113	17,229	17,714	5,891	656	1,907	1,340	467	59,316
Wyoming	2,028	3,416	975	557	269	69	206	166	7,886
American Samoa	3	73	94	0	5	5	24	5	208
Guam	2,545	186	907	6	20	47	283	25	4,016
Northern Marianas	0	0	4	0	4	1	8	1	17
Trust Territories	73	745	109	72	80	18	108	39	1,243
Virgin Islands	185	170	619	47	16	15	64	17	1,132
Bur. of Indian Affairs	649	1,477	672	286	209	167	350	189	3,998
Total	1,226,957	989,368	944,909	288,626	136,164	88,070	87,144	35,688	3,777,106
Percent of Total	32.5	25.7	25.0	7.6	3.6	2.3	2.3	0.9	100.0

TABLE D-1.2

Change in Percent of Children Served Under P.L. 89-313 and 94-142 From School Year 1976-77 to 1977-78

State	Total Served 1976-77	Total Served 1977-78	School-Aged Population	Percent Served 1976-77	Percent Served 1977-78	Change in Percent Served
Alabama	53,987	60,265	881,000	6.13	6.84	0.71
Alaska	9,587	9,739	102,000	9.41	9.55	0.14
Arizona	43,045	41,624	541,000	7.96	7.69	—0.26
Arkansas	28,487	34,741	496,000	5.74	7.00	1.26
California	332,291	324,976	4,831,000	6.88	6.73	—0.15
Colorado	47,943	44,770	607,000	7.90	7.38	—0.52
Connecticut	62,085	60,697	731,000	8.49	8.30	—0.19
Delaware	14,307	14,054	141,000	10.15	9.97	—0.18
District of Columbia	9,261	5,722	147,000	6.30	3.89	—2.41
Florida	117,257	125,427	1,748,000	6.71	7.18	0.47
Georgia	85,209	86,491	1,210,000	7.04	7.15	0.11
Hawaii	10,544	11,005	208,000	5.07	5.29	0.22
Idaho	14,573	17,396	203,000	7.18	8.57	1.39
Illinois	229,797	239,522	2,661,000	8.64	9.00	0.37
Indiana	87,644	85,360	1,293,000	6.78	6.60	—0.18
Iowa	51,055	52,406	691,000	7.39	7.58	0.20
Kansas	37,623	35,363	518,000	7.26	6.83	—0.44
Kentucky	57,057	59,350	808,000	7.06	7.35	0.28
Louisiana	86,989	87,995	994,000	8.75	8.85	0.10
Maine	23,701	21,410	256,000	9.26	8.36	—0.89
Maryland	84,184	87,636	1,011,000	8.33	8.67	0.34
Massachusetts	131,992	136,873	1,354,000	9.75	10.11	0.36
Michigan	153,113	154,448	2,288,000	6.69	6.75	0.06
Minnesota	72,136	74,087	982,000	7.35	7.54	0.20
Mississippi	29,219	32,374	607,000	4.81	5.33	0.52
Missouri	94,387	90,580	1,097,000	8.60	8.26	—0.35
Montana	8,610	10,444	186,000	4.63	5.62	0.99
Nebraska	25,270	27,443	365,000	6.92	7.52	0.60
Nevada	11,133	10,619	144,000	7.73	7.37	—0.36
New Hampshire	9,916	10,302	196,000	5.06	5.26	0.20
New Jersey	145,077	150,046	1,728,000	8.40	8.68	0.29
New Mexico	15,149	16,727	307,000	4.93	5.45	0.51
New York	240,250	233,264	4,105,000	5.85	5.68	—0.17
North Carolina	98,035	97,807	1,279,000	7.66	7.65	—0.02
North Dakota	8,976	9,124	159,000	5.65	5.74	0.09
Ohio	168,314	176,453	2,580,000	6.52	6.84	0.32
Oklahoma	44,181	50,004	609,000	7.25	8.21	0.96
Oregon	37,230	36,316	519,000	7.17	7.00	—0.18
Pennsylvania	206,792	182,840	2,690,000	7.69	6.80	—0.89
Puerto Rico	11,200	15,330	857,000	1.31	1.79	0.48
Rhode Island	15,971	14,092	213,000	7.50	6.62	—0.88
South Carolina	72,357	71,144	700,000	10.34	10.16	—0.17
South Dakota	9,936	9,098	167,000	5.95	5.45	—0.50
Tennessee	99,251	96,378	967,000	10.26	9.97	—0.30
Texas	233,552	281,468	2,962,000	7.88	9.50	1.62
Utah	37,204	36,169	314,000	11.85	11.52	—0.33
Vermont	6,382	7,632	116,000	5.50	6.58	1.08
Virginia	77,616	81,329	1,176,000	6.60	6.92	0.32
Washington	70,972	51,088	839,000	8.46	6.09	—2.37
West Virginia	30,135	29,874	408,000	7.39	7.32	—0.06
Wisconsin	58,019	59,316	1,144,000	5.07	5.18	0.11
Wyoming	7,261	7,888	91,000	7.98	8.67	0.69
American Samoa	139	208	10,000	1.38	2.07	0.69
Guam	2,597	4,016	27,000	9.62	14.87	5.26
Northern Marianas	—	17	—	—	—	—
Trust Territories	1,120	1,243	36,000	3.11	3.45	0.34
Virgin Islands	1,712	1,132	17,000	10.07	6.66	—3.41
Bur. of Indian Affairs	—	3,998	—	—	—	—
Total	3,721,827	3,777,106	51,317,000	7.25	7.36	0.11

TABLE D-1.3
Change in Counts of Handicapped Children Served Under P.L. 94-142, October 1976 to February 1978

State	October 1976	February 1977	October 1977	February 1978
Alabama	51,193	54,398	55,711	62,158
Alaska	7,110	7,658	6,992	7,629
Arizona	39,092	44,642	36,004	44,950
Arkansas	23,776	25,645	29,364	32,406
California	313,299	339,113	307,235	332,013
Colorado	40,387	48,215	39,133	43,691
Connecticut	55,699	63,130	56,330	59,446
Delaware	12,427	12,478	11,963	12,370
District of Columbia	6,546	6,136	2,670	3,078
Florida	108,289	114,793	114,560	123,573
Georgia	77,368	88,346	77,273	91,330
Hawaii	9,556	9,918	10,120	10,234
Idaho	10,490	17,649	16,067	17,639
Illinois	204,635	212,526	208,677	221,441
Indiana	82,126	81,152	76,748	81,411
Iowa	48,193	51,353	50,795	51,966
Kansas	34,103	37,506	32,075	34,811
Kentucky	53,118	55,674	55,946	57,491
Louisiana	78,653	85,203	80,448	83,673
Maine	21,124	23,142	18,995	20,641
Maryland	72,773	87,804	80,171	86,648
Massachusetts	110,170	125,877	116,717	128,048
Michigan	135,684	146,011	139,289	144,961
Minnesota	66,624	75,001	70,517	75,307
Mississippi	26,768	28,507	29,571	32,398
Missouri	89,043	91,697	84,193	89,347
Montana	5,717	10,470	8,486	11,416
Nebraska	23,580	25,918	25,642	28,074
Nevada	10,960	9,356	9,903	10,411
New Hampshire	8,373	8,975	9,066	9,011
New Jersey	136,813	138,235	144,516	139,726
New Mexico	13,034	15,962	14,711	17,512
New York	214,110	227,160	213,274	217,101
North Carolina	87,026	95,260	86,201	96,772
North Dakota	8,593	8,351	8,334	9,004
Ohio	150,234	158,806	159,142	166,691
Oklahoma	41,228	44,091	45,420	51,040
Oregon	33,698	33,350	26,951	38,016
Pennsylvania	194,099	191,938	163,320	173,684
Puerto Rico	9,288	10,238	13,466	14,348
Rhode Island	14,252	15,741	11,659	14,538
South Carolina	67,244	71,651	67,045	70,924
South Dakota	8,663	9,721	7,659	9,176
Tennessee	96,106	98,223	89,186	100,030
Texas	211,475	222,529	251,421	281,975
Utah	34,828	37,297	33,874	36,415
Vermont	3,670	4,497	4,847	5,974
Virginia	70,111	77,984	77,011	79,024
Washington	72,768	63,321	46,426	49,904
West Virginia	27,447	30,663	27,731	30,040
Wisconsin	51,780	56,398	55,112	57,283
Wyoming	5,955	7,598	6,594	7,574
American Samoa	166	111	115	300
Guam	954	3,689	3,679	3,781
Northern Marianas	—	—	0	34
Trust Territories	950	1,289	1,207	1,278
Virgin Islands	1,127	1,154	435	675
Bur. of Indian Affairs	—	—	4,220	3,776
Total	3,382,495	3,613,550	3,424,217	3,684,167

TABLE D-1.6
Percentage of School-Aged Children[1] Served by Handicapping Condition, School Year 1977-78

State	Speech Impaired	Learning Disabled	Mentally Retarded	Emotionally Disturbed	Other Health Impaired	Orthopedically Impaired	Deaf and Hard of Hearing	Visually Handicapped	Total
Alabama	1.73	0.87	3.63	0.20	0.05	0.17	0.14	0.05	6.84
Alaska	1.72	4.03	1.27	0.31	1.80	0.13	0.23	0.05	9.55
Arizona	1.69	3.44	1.46	0.72	0.10	0.07	0.17	0.06	7.69
Arkansas	1.78	1.54	3.32	0.06	0.05	0.06	0.12	0.06	7.00
California	2.34	1.78	0.84	0.49	0.67	0.40	0.15	0.06	6.73
Colorado	1.87	2.89	1.36	0.80	0.00	0.23	0.17	0.06	7.38
Connecticut	2.09	3.13	1.41	1.27	0.06	0.07	0.20	0.06	8.30
Delaware	1.57	3.55	2.31	2.00	0.12	0.21	0.13	0.08	9.57
District of Columbia	1.33	0.30	1.15	0.45	0.40	0.13	0.05	0.07	3.88
Florida	2.19	2.15	1.94	0.54	0.09	0.12	0.12	0.05	7.18
Georgia	1.82	1.51	2.52	0.84	0.12	0.09	0.18	0.07	7.15
Hawaii	0.97	2.73	1.19	0.10	0.01	0.09	0.17	0.02	5.29
Idaho	2.61	2.79	1.79	0.29	0.41	0.33	0.19	0.16	8.57
Illinois	2.80	2.34	1.88	1.18	0.22	0.30	0.21	0.08	9.00
Indiana	3.42	0.56	2.17	0.12	0.09	0.07	0.11	0.04	6.60
Iowa	2.44	2.75	1.86	0.31	0.00	0.07	0.14	0.03	7.58
Kansas	2.61	1.71	1.76	0.40	0.09	0.08	0.12	0.06	6.83
Kentucky	2.75	1.09	2.86	0.18	0.22	0.05	0.14	0.05	7.35
Louisiana	3.89	1.38	2.47	0.52	0.23	0.11	0.19	0.07	8.85
Maine	2.18	2.44	2.07	1.07	0.26	0.11	0.17	0.06	8.36
Maryland	3.04	3.20	1.51	0.41	0.13	0.12	0.17	0.08	8.67
Massachusetts	2.56	1.83	2.32	1.95	0.45	0.29	0.52	0.19	10.11
Michigan	2.77	1.44	1.49	0.67	0.00	0.17	0.14	0.06	6.75
Minnesota	2.33	2.75	1.61	0.38	0.15	0.12	0.14	0.06	7.54
Mississippi	1.77	0.67	2.70	0.01	0.00	0.05	0.11	0.03	5.33
Missouri	3.09	2.02	2.15	0.43	0.11	0.30	0.11	0.05	8.26
Montana	1.78	2.04	1.16	0.22	0.11	0.07	0.14	0.09	5.62
Nebraska	2.73	1.99	2.15	0.34	0.00	0.09	0.15	0.06	7.52
Nevada	2.70	2.78	1.11	0.22	0.23	0.14	0.13	0.06	7.37
New Hampshire	0.71	1.65	1.46	0.37	0.55	0.14	0.22	0.15	5.26
New Jersey	3.85	2.29	1.25	0.76	0.14	0.13	0.16	0.10	8.68
New Mexico	0.80	2.46	1.38	0.43	0.12	0.06	0.14	0.06	5.45
New York	1.67	0.67	1.26	0.92	0.82	0.09	0.18	0.07	5.68
North Carolina	1.90	1.60	3.49	0.22	0.05	0.14	0.17	0.07	7.65
North Dakota	2.40	1.53	1.38	0.14	0.02	0.07	0.14	0.07	5.74
Ohio	2.39	1.44	2.62	0.10	0.03	0.12	0.10	0.04	6.84
Oklahoma	2.71	2.91	2.16	0.07	0.06	0.11	0.13	0.06	8.21
Oregon	2.04	2.64	1.35	0.41	0.07	0.16	0.25	0.09	7.00
Pennsylvania	2.90	1.01	1.98	0.39	0.14	0.10	0.18	0.10	6.80
Puerto Rico	0.09	0.27	1.06	0.06	0.05	0.05	0.14	0.03	1.79
Rhode Island	1.70	2.23	1.03	0.55	0.75	0.09	0.22	0.04	6.62
South Carolina	3.49	1.70	3.89	0.61	0.05	0.12	0.18	0.11	10.16
South Dakota	2.72	0.87	1.37	0.12	0.02	0.14	0.16	0.05	5.45
Tennessee	2.68	3.63	2.72	0.25	0.12	0.30	0.19	0.08	9.97
Texas	2.59	3.91	1.42	0.35	0.71	0.26	0.20	0.06	9.50
Utah	1.90	4.35	1.66	3.14	0.07	0.09	0.21	0.08	11.52
Vermont	1.83	2.47	1.78	0.11	0.19	0.05	0.10	0.03	6.58
Virginia	2.69	1.60	1.81	0.29	0.16	0.06	0.17	0.14	6.92
Washington	1.52	1.76	1.47	0.75	0.08	0.28	0.17	0.07	6.09
West Virginia	2.29	1.56	2.83	0.14	0.17	0.12	0.13	0.08	7.32
Wisconsin	1.23	1.51	1.55	0.51	0.06	0.17	0.12	0.04	5.18
Wyoming	2.23	3.75	1.07	0.61	0.32	0.08	0.23	0.18	8.67
American Samoa	0.03	0.72	0.94	0.00	0.04	0.05	0.23	0.05	2.07
Guam	9.42	0.69	3.36	0.02	0.07	0.17	1.05	0.09	14.87
Northern Marianas	—	—	—	—	—	—	—	—	—
Trust Territories	0.20	2.07	0.30	0.20	0.22	0.05	0.30	0.11	3.45
Virgin Islands	1.09	1.00	3.64	0.28	0.09	0.09	0.38	0.10	6.66
Bur. of Indian Affairs	—	—	—	—	—	—	—	—	—
Total	2.39	1.89	1.84	0.56	0.27	0.17	0.17	0.07	7.36

TABLE D-1.7
Potential Number of Unserved Children[1] by Handicapping Condition, School Year 1977-78

State	Speech Impaired	Learning Disabled	Mentally Retarded	Emotionally Disturbed	Other	Total
Alabama	15,611	18,739	−11,727	15,843	6,990	45,456
Alaska	1,813	−1,049	1,052	1,720	−1,035	2,502
Arizona	9,804	−2,358	4,564	6,951	4,336	23,296
Arkansas	8,508	7,236	−5,081	9,606	4,510	24,779
California	56,174	59,031	70,346	72,919	−3,724	254,744
Colorado	9,866	681	5,726	7,306	4,492	28,070
Connecticut	10,289	−972	6,483	5,318	5,905	27,023
Delaware	2,720	−779	−21	2	946	2,867
District of Columbia	3,184	3,966	1,687	2,280	802	11,918
Florida	22,965	14,789	6,361	25,608	14,612	84,334
Georgia	20,309	18,067	−2,648	14,063	8,919	58,710
Hawaii	5,267	552	2,306	3,947	1,883	13,955
Idaho	1,812	419	1,028	3,472	234	6,964
Illinois	18,632	17,666	11,181	21,909	10,412	79,798
Indiana	983	31,525	1,654	24,276	11,364	69,801
Iowa	7,348	1,760	3,069	11,710	6,629	30,515
Kansas	4,605	6,684	2,774	8,290	4,446	26,797
Kentucky	6,094	15,473	−4,554	14,691	5,906	37,611
Louisiana	−3,841	16,118	−1,675	14,677	6,007	31,286
Maine	3,382	1,444	577	2,382	1,527	9,310
Maryland	4,654	−2,049	7,943	16,050	7,087	33,685
Massachusetts	12,707	15,850	−238	740	−3,452	25,608
Michigan	16,668	35,631	18,560	30,372	18,882	120,112
Minnesota	11,476	2,420	6,774	15,871	7,213	43,753
Mississippi	10,492	14,143	−2,404	12,067	6,169	40,467
Missouri	4,463	10,701	1,692	17,209	6,997	41,060
Montana	3,197	1,786	2,112	3,304	1,479	11,876
Nebraska	2,796	3,675	559	6,046	3,283	16,357
Nevada	1,150	311	1,717	2,564	920	6,661
New Hampshire	5,460	2,645	1,650	3,204	261	13,219
New Jersey	−6,124	12,210	18,133	21,454	11,642	57,314
New Mexico	8,276	1,647	2,831	4,817	2,545	20,114
New York	74,974	95,506	42,633	44,462	1,762	259,337
North Carolina	20,483	17,910	−15,245	22,744	9,782	55,674
North Dakota	1,748	2,340	1,489	2,950	1,430	9,956
Ohio	28,692	40,282	−8,227	49,127	23,274	133,148
Oklahoma	4,786	543	881	11,745	5,122	23,076
Oregon	7,594	1,883	4,930	8,272	3,287	25,965
Pennsylvania	16,101	53,549	8,649	43,227	18,435	139,960
Puerto Rico	29,223	23,425	10,422	16,446	7,996	87,510
Rhode Island	3,826	1,640	2,700	3,098	206	11,469
South Carolina	53	9,093	−11,160	9,727	5,144	12,857
South Dakota	1,305	3,563	1,551	3,132	1,393	10,943
Tennessee	7,975	−6,093	−4,078	16,926	4,933	19,662
Texas	26,882	−27,041	25,972	48,780	−621	73,972
Utah	5,025	−4,242	1,941	−3,581	2,369	1,512
Vermont	1,936	612	600	2,189	953	6,289
Virginia	9,491	16,468	5,705	20,109	8,020	59,792
Washington	16,604	10,427	6,986	10,475	5,101	49,592
West Virginia	4,933	5,868	−2,175	7,588	2,873	19,087
Wisconsin	25,927	17,092	8,598	16,989	9,359	77,965
Wyoming	1,158	−686	1,118	1,264	178	3,031
American Samoa	347	228	136	200	82	993
Guam	−1,600	625	−286	535	−50	−776
Trust Territories	1,187	336	719	648	188	3,078
Virgin Islands	411	340	−228	293	92	908
Bur. of Indian Affairs	−649	−1,477	−672	−286	−915	−3,998
Total	569,138	570,142	235,385	737,714	268,570	2,380,950

NOTES TO TABLE D-1.7

1. The potential number of unserved children is calculated by multiplying the total number of children aged 5-17 by the expected prevalence rate and subtracting the number of children already served. The prevalence rates for each handicapping condition shown in the table are: speech impaired, 3.5 percent; learning disabled, 3.0 percent; mentally retarded, 2.3 percent; emotionally disturbed, 2.0 percent; other conditions, 1.2 percent; and total of all conditions, 12 percent. The appearances of a negative value for the potential number of unserved children indicates that the percent of children served exceeds the expected prevalence rate.

TABLE D-2.1
Training and Dissemination Activities That Were Projected by States for School Year 1977-78

State	Parents of Handicapped Children/ Surrogates	Regular Class Teachers	Special Class Teachers	Administrators	Resource Room Teachers	Supervisors
Alabama	50	1,000	500	100	200	127
Alaska	—	—	—	—	—	—
Arizona	—	—	—	—	—	—
Arkansas	25	6,101	502	310	741	78
California	106,240	72,654	8,440	6,506	—	476
Colorado	150	0	500	275	200	50
Connecticut	150	150	100	—	150	—
Delaware	50	100	40	150	80	70
District of Columbia	—	—	—	350	—	46
Florida	1,070	2,853	1,045	826	1,064	244
Georgia	325	300	300	200	100	15
Hawaii	—	235	374	160	197	10
Idaho	200	600	0	350	—	50
Illinois	0	0	0	100	0	0
Indiana	575	500	500	100	150	100
Iowa	300	100	200	200	250	120
Kansas	—	—	—	50	—	—
Kentucky	—	—	—	—	—	—
Louisiana	24,714	8,544	1,524	794	642	176
Maine[1]	—	700	—	—	205	—
Maryland	2,198	5,259	918	437	807	90
Massachusetts	27	47	53	16	28	27
Michigan	120	200	200	200	20	100
Minnesota	100	5,000	0	0	0	0
Mississippi	—	216	—	108	216	—
Missouri	—	—	—	—	—	—
Montana	—	150	600	300	—	15
Nebraska[2]	150	300	100	275	75	50
Nevada	—	—	—	—	—	—
New Hampshire	6,151	2,312	418	5	433	46
New Jersey	500	500	1,500	—	1,140	200
New Mexico	—	—	—	—	—	—
New York	37	1,000	500	300	0	0
North Carolina	150	50	0	300	50	0
North Dakota	200	50	60	25	20	10
Ohio	389	160	6,652	617	—	263
Oklahoma	40,010	10,000	235	1,000	1,700	28
Oregon	0	110	30	20	30	10
Pennsylvania	200	1,500	7,000	378	—	449
Puerto Rico	0	142	0	225	142	23
Rhode Island	150	701	124	76	39	—
South Carolina	67,010	27,346	2,552	250	1,006	100
South Dakota	110	150	100	0	50	5
Tennessee	1,025	1,374	1,374	148	1,374	300
Texas	—	—	—	—	—	5,750
Utah	—	5,000	6,000	400	—	150
Vermont	5,015	1,500	173	200	63	11
Virginia	3,841	6,786	2,043	—	882	1,566
Washington[3]	20,100	14,943	729	45	—	11
West Virginia	60	100	0	63	0	0
Wisconsin	2,865	6,400	3,750	850	50	150
Wyoming	51	—	—	100		50
American Samoa	250	200	16	—	5	3
Guam	12	—	20	40	—	—
Trust Territories	200	120	22	7	23	—
Virgin Islands	0	0	46	80	30	4
Bur. of Indian Affairs	997	1,055	19	34	55	23
Total	285,767	186,506	49,259	16,972	12,217	10,996

TABLE D-2.1 (Continued)
Training and Dissemination Activities That Were Projected by States for School Year 1977-78

State	Teacher Aides	Psychologists/ Diagnostic Staff	Speech Pathologists/ Audiologists	Other Non-Instructional Staff	Physical Educators	Vocational Educators/ Work-Study Coordinators
Alabama	0	100	0	0	0	0
Alaska	—	—	—	—	—	—
Arizona	—	—	—	—	—	—
Arkansas	—	55	65	—	—	20
California	4,410	1,686	1,665	2,579	649	227
Colorado	0	45	55	0	0	55
Connecticut	50	100	30	125	—	150
Delaware	—	15	—	—	—	—
District of Columbia	—	—	—	—	—	—
Florida	37	194	163	105	29	47
Georgia	25	85	135	—	50	110
Hawaii	—	55	33	—	—	—
Idaho	0	50	0	0	0	0
Illinois	0	0	0	0	0	0
Indiana	0	125	0	0	0	0
Iowa	0	175	250	75	30	110
Kansas	—	—	—	—	—	—
Kentucky	—	—	—	—	—	—
Louisiana	1,662	82	462	92	128	170
Maine[1]	—	—	100	—	—	—
Maryland	123	56	189	121	72	118
Massachusetts	8	59	39	—	17	38
Michigan	20	620	50	20	100	220
Minnesota	0	0	0	0	100	100
Mississippi	—	—	—	—	—	30
Missouri	—	—	—	—	—	—
Montana	—	—	—	—	50	100
Nebraska[2]	75	25	50	—	500	15
Nevada	—	—	—	—	—	—
New Hampshire	1,329	127	170	159	94	184
New Jersey	50	752	714	—	150	125
New Mexico	—	—	—	—	—	—
New York	0	50	0	0	0	0
North Carolina	0	0	0	0	0	0
North Dakota	—	14	30	—	—	—
Ohio	0	809	—	—	0	0
Oklahoma	0	120	230	0	1,000	166
Oregon	0	35	40	0	2	0
Pennsylvania	—	184	1,214	—	—	—
Puerto Rico	0	40	0	0	0	0
Rhode Island	—	4	—	—	—	25
South Carolina	600	448	332	100	—	58
South Dakota	20	5	76	0	50	5
Tennessee	315	85	310	315	20	20
Texas	—	—	—	—	—	—
Utah	—	80	—	—	50	—
Vermont	599	16	113	156	25	136
Virginia	427	227	340	152	420	464
Washington[3]	0	336	—	650	75	0
West Virginia	0	0	0	0	0	0
Wisconsin	0	640	60	350	100	125
Wyoming	—	—	—	75	—	—
American Samoa	2	3	1	1	—	3
Guam	—	—	—	—	—	—
Trust Territories	6	21	—	7	—	—
Virgin Islands	40	16	8	0	4	8
Bur. of Indian Affairs	748	8	2	6	40	2
Total	10,546	7,547	6,926	5,088	3,755	2,831

TABLE D-2.1 (Continued)
Training and Dissemination Activities That Were Projected by States for School Year 1977-78

State	Volunteers	Itinerant/ Consulting Teachers	School Social Workers	Home - Hospital Teachers	Hearing Officers	Occupational/ Recreational Therapists
Alabama	0	0	0	10	20	0
Alaska	—	—	—	—	—	—
Arizona	—	—	—	—	—	—
Arkansas	—	98	—	—	4	—
California	1,761	—	—	—	90	23
Colorado	0	80	45	45	0	0
Connecticut	—	20	—	15	—	35
Delaware	—	20	15	30	20	—
District of Columbia	—	—	—	—	10	—
Florida	0	198	110	44	11	39
Georgia	25	100	25	50	10	40
Hawaii	—	3	30	—	—	—
Idaho	0	0	0	0	0	0
Illinois	0	0	0	0	0	0
Indiana	0	75	50	0	0	0
Iowa	0	105	40	60	0	20
Kansas	—	—	—	—	—	—
Kentucky	—	—	—	—	30	—
Louisiana	140	105	50	68	16	8
Maine[1]	—	—	—	—	10	—
Maryland	75	87	15	41	12	10
Massachusetts	5	13	29	12	28	30
Michigan	50	20	20	20	20	70
Minnesota	0	0	0	0	0	0
Mississippi	—	—	—	—	—	—
Missouri	—	—	—	—	—	—
Montana	—	—	—	—	—	—
Nebraska[2]	50	—	—	0	—	—
Nevada	—	—	—	—	—	—
New Hampshire	—	175	96	18	5	144
New Jersey	—	300	724	46	30	10
New Mexico	—	—	—	—	—	—
New York	0	0	0	0	0	0
North Carolina	0	0	0	0	0	0
North Dakota	—	30	10	—	—	—
Ohio	0	—	—	—	32	0
Oklahoma	0	275	0	0	3	14
Oregon	0	5	0	0	30	0
Pennsylvania	—	—	—	—	70	—
Puerto Rico	0	0	0	0	0	5
Rhode Island	—	21	4	—	—	—
South Carolina	—	20	12	250	10	90
South Dakota	0	10	1	0	2	5
Tennessee	100	20	65	25	9	—
Texas	—	—	—	—	—	—
Utah	—	—	—	—	—	10
Vermont	0	65	0	289	5	4
Virginia	181	189	159	103	0	36
Washington[3]	—	—	—	250	300	0
West Virginia	0	0	0	0	24	0
Wisconsin	0	0	85	0	300	0
Wyoming	—	—	—	—	—	—
American Samoa	—	3	1	—	—	2
Guam	—	—	—	—	12	—
Trust Territories	—	30	—	3	7	14
Virgin Islands	0	8	6	2	4	4
Bur. of Indian Affairs	0	4	6	1	1	2
Total	2,387	2,079	1,598	1,382	1,125	615

NOTES TO TABLE D-2.1

SOURCE: Table 5, State Annual Program Plans for FY 1978. A dash indicates that the data were not available to the State.

1. Maine reported a combined count for special class teachers, resource room teachers, and itinerant/consulting teachers. The combined count is shown in the resource room teachers column; dashes are placed in the other two columns.

2. Nebraska reported a combined count for resource room teachers and itinerant/consulting teachers. The combined count is shown in the resource room teachers column; a dash is placed in the itinerant/consulting teachers column.

3. Washington reported a combined count for parents of handicapped children and volunteers. The combined count is shown in the parents of handicapped children column; a dash is placed in the volunteers column.

TABLE D-2.2
Environments in Which School-Aged[1] Handicapped Children Were Served During School Year 1976-77

	Total			
State	**Regular Classes**	**Separate Classes**	**Separate School Facilities**	**Other Educational Environments**
Alabama	46,239	5,364	1,725	244
Alaska	5,888	1,125	17	101
Arizona[2]	35,306	8,333	—	—
Arkansas	18,150	3,791	4,141	229
California	230,133	75,347	7,055	5,389
Colorado[3]	46,560	11,875	6,034	1,570
Connecticut	49,093	10,224	3,556	388
Delaware	7,115	3,855	1,083	90
District of Columbia	4,540	1,873	1,155	304
Florida[4]	62,662	50,128	5,022	877
Georgia	71,182	18,377	4,702	1,618
Hawaii[5]	6,267	3,756	321	299
Idaho	10,779	3,245	293	33
Illinois[6]	139,086	41,797	18,402	6,082
Indiana	60,565	26,786	765	1,319
Iowa	33,356	11,793	1,225	79
Kansas	20,267	12,825	1,641	1,135
Kentucky	39,782	15,667	1,484	1,534
Louisiana	48,799	26,845	4,054	1,321
Maine	19,177	1,200	1,058	497
Maryland	57,932	21,256	2,683	910
Massachusetts	76,524	30,846	18,080	2,987
Michigan	33,107	81,166	7,342	1,662
Minnesota[4]	43,090	19,744	5,533	2,446
Mississippi	18,076	6,345	490	200
Missouri[6]	67,621	8,453	12,380	—
Montana	6,074	1,393	55	7
Nebraska[6]	18,584	4,495	622	37
Nevada	7,264	924	516	279
New Hampshire	6,649	1,655	909	80
New Jersey	85,121	43,094	5,811	15,255
New Mexico	—	—	—	—
New York	103,750	84,437	11,468	3,218
North Carolina	85,566	16,412	2,997	1,273
North Dakota	9,885	2,000	418	172
Ohio[3]	144,683	1,941	11,243	2,257
Oklahoma	26,825	12,749	1,808	1,742
Oregon	39,125	5,297	730	591
Pennsylvania[3]	104,340	74,617	13,723	134
Puerto Rico	3,029	7,441	432	1,563
Rhode Island	9,571	2,894	1,158	188
South Carolina	46,064	18,726	4,878	682
South Dakota	4,810	957	1,077	0
Tennessee	93,176	10,540	1,621	4,386
Texas	239,483	31,731	2,274	11,303
Utah	29,561	1,893	1,677	156
Vermont	3,715	1,269	677	30
Virginia	47,110	18,923	3,801	5,774
Washington[7]	29,709	18,119	3,514	729
West Virginia	20,119	6,077	605	2,226
Wisconsin	43,773	22,237	1,742	2,229
Wyoming	3,706	6,980	207	180
American Samoa	73	72	0	0
Guam	2,847	277	0	0
Trust Territories	854	82	0	7
Virgin Islands	494	—	—	—
Bur. of Indian Affairs	1,346	304	30	268
Total	2,468,622	899,552	184,234	86,080

TABLE D-2.2 (Continued)
Environments in Which School-Aged Handicapped Children Were Served During School Year 1976-77

State	Speech Impaired				Learning Disabled			
	Regular Classes	Separate Classes	Separate Facilities	Other Educational Environments	Regular Classes	Separate Classes	Separate Facilities	Other Educational Environments
Alabama	14,000	0	0	0	5,000	564	0	0
Alaska	1,599	13	0	0	3,499	654	0	0
Arizona[2]	13,588	0	—	—	16,082	1,908	—	—
Arkansas	6,358	—	1,746	—	4,715	171	—	—
California	117,132	1,065	97	75	52,285	20,039	765	272
Colorado[3]	20,646	220	—	4	21,043	1,039	443	7
Connecticut	15,848	3,111	91	10	15,845	3,084	315	35
Delaware	2,477	34	555	—	2,729	1,312	32	30
District of Columbia	1,827	63	46	0	1,269	513	119	0
Florida[4]	38,270	1,122	0	0	20,594	9,242	0	877
Georgia	25,102	348	186	0	19,008	741	551	0
Hawaii[5]	2,381	0	0	78	3,243	1,795	7	—
Idaho	4,749	200	0	0	5,396	390	9	0
Illinois[6]	64,187	1,985	0	0	37,183	13,081	1,399	0
Indiana	53,459	110	0	0	3,549	1,059	0	0
Iowa	14,625	10	2	5	16,014	1,286	4	3
Kansas	9,859	2,465	60	52	8,663	2,297	3	2
Kentucky	23,176	—	54	—	6,786	932	295	—
Louisiana	41,383	0	0	0	4,013	7,130	292	1
Maine	5,573	—	—	—	7,460	—	38	—
Maryland	29,795	2,032	166	0	22,934	5,709	260	6
Massachusetts	22,743	9,167	5,373	286	12,022	4,846	2,841	460
Michigan	—	54,904	0	0	14,761	9,840	0	0
Minnesota[4]	15,913	10,609	0	0	20,608	440	408	1,155
Mississippi	8,445	245	38	3	2,488	384	36	2
Missouri[6]	25,759	3,220	3,220	—	17,590	2,199	2,199	—
Montana	2,408	9	0	0	2,150	902	1	0
Nebraska[6]	8,246	0	0	0	4,847	1,152	0	0
Nevada	3,168	22	—	—	3,347	371	—	9
New Hampshire	1,349	68	79	5	3,686	512	153	6
New Jersey	43,246	654	133	0	22,360	14,379	991	0
New Mexico	—	—	—	—	—	—	—	—
New York	65,779	204	60	0	22,054	3,094	313	2
North Carolina	31,000	68	0	0	19,110	60	0	0
North Dakota	5,078	0	0	0	3,071	18	0	0
Ohio[3]	56,061	0	0	0	29,857	0	0	0
Oklahoma	10,810	2,336	0	0	12,648	3,315	0	0
Oregon	13,496	314	0	27	19,023	586	6	37
Pennsylvania[3]	90,597	454	0	0	8,427	16,756	3,488	0
Puerto Rico	8	220	0	0	482	147	0	0
Rhode Island	4,284	50	448	33	3,421	921	81	3
South Carolina	21,407	0	65	0	10,037	1,231	125	0
South Dakota	3,087	136	0	0	1,038	30	2	0
Tennessee	34,140	178	0	2	38,795	727	0	9
Texas	80,048	1,032	16	62	117,537	9,241	72	341
Utah	6,419	6	243	0	13,777	46	152	0
Vermont	1,404	0	0	13	2,107	11	99	1
Virginia	28,164	81	0	13	12,389	2,348	385	488
Washington[7]	10,908	0	0	328	11,191	4,728	98	135
West Virginia	8,255	120	0	774	5,430	417	4	295
Wisconsin	27,330	—	—	—	14,826	—	—	—
Wyoming	441	3,235	0	0	2,312	1,730	0	0
American Samoa	—	—	—	—	73	—	—	—
Guam	676	0	0	0	181	0	0	0
Trust Territories	124	0	0	0	116	0	0	0
Virgin Islands	300	—	—	—	176	—	—	—
Bur. of Indian Affairs	240	2	0	0	737	1	25	0
Total	1,135,377	100,417	12,123	1,772	729,984	153,350	16,011	4,185

TABLE D-2.2 (Continued)
Environments in Which School-Aged Handicapped Children Were Served During School Year 1976-77

	Mentally Retarded				Emotionally Disturbed			
State	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments
Alabama	26,000	3,703	700	28	524	275	185	42
Alaska	500	299	5	0	133	77	4	83
Arizona[2]	2,808	5,321	—	—	2,089	414	—	—
Arkansas	6,689	3,354	705	—	140	183	137	28
California	4,617	27,554	2,297	266	4,863	15,671	2,666	1,398
Colorado[3]	1,427	7,662	610	342	2,267	1,941	4,758	452
Connecticut	5,823	1,324	926	102	9,364	2,047	1,298	144
Delaware	794	1,151	685	2	1,032	1,036	25	9
District of Columbia	1,001	752	430	0	390	193	387	23
Florida[4]	2,041	31,016	3,744	0	2,639	4,521	498	0
Georgia	13,665	15,461	1,326	0	9,537	833	1,467	0
Hawaii[5]	600	1,349	169	135	—	132	12	49
Idaho	14	2,325	45	33	233	94	0	0
Illinois[6]	17,207	19,674	5,881	0	17,113	5,087	4,030	0
Indiana	2,582	23,247	0	900	420	1,028	0	0
Iowa	1,613	8,509	444	12	623	1,012	208	12
Kansas	799	6,427	335	368	372	1,271	697	142
Kentucky	8,963	11,799	464	—	464	701	83	—
Louisiana	943	16,908	2,347	476	1,069	1,859	234	190
Maine	3,803	363	437	94	1,521	606	318	161
Maryland	3,030	10,625	647	10	1,033	1,292	678	208
Massachusetts	19,131	7,712	4,520	747	13,292	5,358	3,141	519
Michigan	11,955	7,970	6,686	743	4,369	5,899	656	569
Minnesota[4]	4,694	7,405	911	945	0	1,076	3,144	0
Mississippi	6,941	5,605	320	102	17	32	7	2
Missouri[6]	17,476	2,185	5,341	—	3,778	472	711	—
Montana	1,084	374	37	0	204	68	14	0
Nebraska[6]	4,469	2,717	270	0	612	408	123	0
Nevada	577	392	273	18	36	59	—	153
New Hampshire	740	936	366	23	262	66	82	8
New Jersey	8,179	17,372	261	3,170	1,418	4,443	2,177	717
New Mexico	—	—	—	—	—	—	—	—
New York	3,814	33,757	3,166	57	4,713	22,884	3,507	716
North Carolina	26,638	15,000	1,778	0	6,250	600	43	343
North Dakota	144	1,727	200	0	1,500	177	15	0
Ohio[3]	54,491	0	10,114	1,641	0	1,264	0	105
Oklahoma	2,542	6,232	941	0	276	156	425	542
Oregon	2,955	3,245	13	76	2,397	933	31	192
Pennsylvania[3]	411	48,388	6,137	134	787	4,126	2,232	0
Puerto Rico	2,292	5,951	162	0	247	106	0	0
Rhode Island	270	1,504	120	4	292	240	259	48
South Carolina	12,268	14,432	2,746	0	1,314	2,246	658	4
South Dakota	385	717	367	0	34	32	72	0
Tennessee	14,309	7,079	477	26	2,455	470	334	38
Texas	23,368	13,580	1,592	780	4,966	1,956	250	3,013
Utah	1,705	1,412	894	82	7,063	312	336	67
Vermont	52	1,252	338	9	9	6	68	0
Virginia	3,808	14,486	1,845	135	1,002	1,173	893	990
Washington[7]	3,993	8,193	2,190	129	3,114	3,251	364	77
West Virginia	5,508	5,207	301	246	398	92	7	114
Wisconsin	—	16,612	780	—	—	4,610	649	—
Wyoming	76	1,105	165	0	505	720	20	0
American Samoa	—	46	—	—	—	—	—	—
Guam	384	277	0	0	0	0	0	0
Trust Territories	153	11	0	7	147	14	0	0
Virgin Islands	0	—	—	—	0	—	—	—
Bur. of Indian Affairs	104	275	0	250	50	2	0	0
Total	339,835	451,999	75,528	12,092	117,333	103,524	37,903	11,158

TABLE D-2.2 (Continued)
Environments in Which School-Aged Handicapped Children Were Served During School Year 1976-77

State	Other Health Impaired				Orthopedically Impaired			
	Regular Classes	Separate Classes	Separate Separate Facilities	Other Educational Environments	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments
Alabama	328	75	50	90	285	377	110	78
Alaska	27	21	2	15	24	23	1	2
Arizona[2]	42	553	—	—	92	99	—	—
Arkansas	—	—	888	201	79	57	181	—
California	26,028	1,887	83	1,827	21,307	4,349	398	1,304
Colorado[3]	—	—	—	—	337	707	0	758
Connecticut	890	278	375	41	536	143	156	17
Delaware	—	—	—	3	12	13	179	46
District of Columbia	21	108	38	264	7	116	5	17
Florida[4]	0	—	0	0	181	2,635	0	0
Georgia	1,695	121	332	1,200	268	415	67	418
Hawaii[5]	—	—	1	36	1	141	66	1
Idaho	70	13	0	0	200	190	0	0
Illinois[6]	1,292	893	2,692	0	697	258	1,929	6,082
Indiana	92	567	0	300	78	381	0	119
Iowa	3	418	99	0	141	189	59	46
Kansas	—	—	—	51	105	164	67	294
Kentucky	—	674	4	935	—	1,041	143	517
Louisiana	888	0	43	489	285	145	130	97
Maine	405	185	115	38	15	25	35	199
Maryland	28	29	143	657	62	569	125	28
Massachusetts	1,546	623	365	60	2,931	1,181	692	114
Michigan	—	—	—	—	1,032	1,547	0	0
Minnesota[4]	0	0	0	82	50	75	798	204
Mississippi	4	0	0	56	13	6	35	22
Missouri[6]	1,027	128	129	—	804	101	100	—
Montana	64	19	0	0	70	10	3	7
Nebraska[6]	0	0	0	37	148	101	0	0
Nevada	10	4	171	—	7	12	37	99
New Hampshire	240	10	33	14	113	20	95	19
New Jersey	4,628	3,556	300	10,230	3,250	794	260	293
New Mexico	—	—	—	—	—	—	—	—
New York	4,131	21,984	2,437	2,027	275	988	501	412
North Carolina	330	100	0	500	240	300	0	430
North Dakota	51	0	0	172	2	22	83	0
Ohio[3]	0	677	0	0	1,420	0	484	511
Oklahoma	67	19	0	1,200	86	177	30	0
Oregon	189	0	0	226	293	18[illegible]	381	18
Pennsylvania[3]	—	—	—	—	38	2,491	158	0
Puerto Rico	0	45	0	1,502	0	104	0	55
Rhode Island	1,090	130	157	88	110	39	8	12
South Carolina	0	0	47	678	189	409	81	0
South Dakota	15	19	106	0	13	8	207	0
Tennessee	798	1,482	33	3,154	102	158	4	1,151
Texas	10,569	1,578	31	15	1,313	1,339	194	7,017
Utah	0	0	0	2	94	99	23	4
Vermont	20	0	53	3	8	0	1	3
Virginia	83	0	207	3,378	265	311	59	734
Washington[7]	27	0	0	8	157	1,212	322	19
West Virginia	51	59	2	720	48	74	9	30
Wisconsin	554	—	—	1,394	1,063	—	—	835
Wyoming	35	27	16	177	16	22	1	0
American Samoa	—	1	—	—	—	4	—	—
Guam	0	0	0	0	0	0	0	0
Trust Territories	95	5	0	0	22	4	0	0
Virgin Islands	0	—	—	—	0	—	—	—
Bur. of Indian Affairs	31	0	0	0	9	23	0	18
Total	57,424	36,286	8,952	31,870	38,893	23,896	8,215	22,090

TABLE D-2.2 (Continued)
Environments in Which School-Aged Handicapped Children Were Served During School Year 1976-77

State	Deaf[2]				Deaf / Hard of Hearing[1]			
	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments
Alabama					50	120	220	6
Alaska	76	2	1	1	22	5	3	0
Arizona[3]					174	4	—	—
Arkansas	99	26	—	—	66	—	182	—
California	1,575	1,577	117	59	1,954	836	110	50
Colorado[3]					318	9	48	3
Connecticut					264	56	29	3
Delaware	25	1	42	—	46	—	22	—
District of Columbia	18	25	6	0	6	80	5	0
Florida[4]	435	208	0	0	400	241	148	0
Georgia	1,179	278	335	0	580	43	140	0
Hawaii[5]	17	195	—	—	17	34	—	—
Idaho	19	4	0	0	7	10	97	0
Illinois[6]	276	265	1,940	0	639	156	531	0
Indiana					267	36	192	0
Iowa	257	204	51	0	80	40	101	1
Kansas					160	63	94	25
Kentucky					277	—	112	82
Louisiana	50	466	21	2	143	122	230	31
Maine	251	11	—	—	149	—	—	—
Maryland	502	218	0	0	407	111	232	1
Massachusetts	3,076	1,240	727	120	1,354	546	320	53
Michigan					565	377	0	110
Minnesota[4]	1,376	139	35	0	449	0	96	0
Mississippi	65	22	5	2	93	7	19	7
Missouri[6]	525	66	65	—	355	44	236	—
Montana	64	11	0	0	23	0	0	0
Nebraska[6]					94	0	53	0
Nevada	56	1	—	—	50	3	10	—
New Hampshire	132	7	10	0	98	8	15	3
New Jersey	1,739	1,783	32	0	301	113	1,084	660
New Mexico	—	—	—	—	—	—	—	—
New York	1,190	336	35	0	1,462	177	385	4
North Carolina	1,300	280	0	0	898	4	249	0
North Dakota	0	0	0	0	37	15	40	0
Ohio[3]					868	0	170	0
Oklahoma	140	47	0	0	195	61	154	0
Oregon	287	6	3	0	266	24	21	15
Pennsylvania[3]	2,014	1,572	0	0	2,066	586	480	0
Puerto Rico	0	106	0	0	0	122	67	6
Rhode Island					37	—	14	0
South Carolina	330	338	18	0	519	10	315	0
South Dakota	233	8	12	0	4	0	84	0
Tennessee	1,384	103	0	0	1,006	33	263	4
Texas	445	1,354	38	25	802	298	44	25
Utah	341	5	0	0	129	0	11	0
Vermont	30	0	0	0	84	0	2	1
Virginia					819	0	51	9
Washington[7]	214	612	370	15	105	123	170	11
West Virginia	186	30	5	15	236	19	99	27
Wisconsin	—	740	—	—	—	275	128	—
Wyoming	110	37	0	0	206	19	5	3
American Samoa	—	7	—	—	—	3	—	—
Guam	2,106	0	0	0	0	0	0	0
Trust Territories	126	10	0	0	71	12	0	0
Virgin Islands	18	—	—	—	0	—	—	—
Bur. of Indian Affairs	152	0	0	0	80	0	0	0
Total	22,416	12,339	3,868	239	19,140	4,848	7,011	1,140

TABLE D-2.2 (Continued)
Environments in Which School-Aged Handicapped Children Were Served During School Year 1976-77

State	Hard of Hearing[1]				Visually Handicapped			
	Regular Classes	Seperate Classes	Seperate School Facilities	Other Educational Environments	Regular Classes	Seperate Classes	Seperate School Facilities	Other Educational Environments
Alabama					52	250	460	0
Alaska	8	31	1	0				
Arizona[2]					431	34	0	0
Arkansas	4	—	302	—				
California	372	2,366	522	138				
Colorado[3]					522	277	175	4
Connecticut					523	183	366	36
Delaware	—	1	98	—				
District of Columbia	1	23	119	0				
Florida[4]	102	1,143	632	0				
Georgia	148	139	298	0				
Hawaii[5]	8	41	64	—				
Idaho	1	19	142	0				
Illinois[6]	492	418	0	0				
Indiana					138	356	573	0
Iowa	0	125	257	0				
Kansas					289	138	385	201
Kentucky					116	520	329	0
Louisiana	35	215	757	35				
Maine	—	10	115	5				
Maryland	132	671	432	0				
Massachusetts	429	173	101	17				
Michigan					425	629	0	240
Minnesota[4]	0	0	183	0				
Mississippi	10	44	30	4				
Missouri[6]	307	38	379	—				
Montana	7	0	0	0				
Nebraska[6]					168	117	176	0
Nevada	14	60	25	—				
New Hampshire	28	28	56	2				
New Jersey	0	0	603	185				
New Mexico	—	—	—	—				
New York	312	1,033	1,061	0				
North Carolina	0	0	927	0				
North Dakota	2	41	80	0				
Ohio[3]					1,968	0	475	0
Oklahoma	61	406	258	0				
Oregon	217	0	275	0				
Pennsylvania[3]	0	244	1,228	0				
Puerto Rico	0	641	203	0				
Rhode Island					67	10	71	0
South Carolina	0	0	823	0				
South Dakota	1	0	227	0				
Tennessee	198	310	510	2				
Texas	445	1,355	37	25				
Utah	33	13	18	1				
Vermont	1	0	116	0				
Virginia					560	524	361	27
Washington[7]	0	0	0	7				
West Virginia	8	59	178	5				
Wisconsin	—	—	185	—				
Wyoming	5	85	0	0				
American Samoa	—	11	—	—				
Guam	0	0	0	0				
Trust Territories	0	26	0	0				
Virgin Islands	0	—	—	—				
Bur. of Indian Affairs	3	1	5	0				
Total	3,384	9,770	11,247	426	5,277	3,038	3,371	508

NOTES TO TABLE D-2.2

SOURCE: Table 4, State Annual Program Plans for FY 1978. A dash indicates that the data were not available to the States.

1. School-aged children refers to children aged 6-17 years.

2. Arizona also included 18-21 year old children being served in the count for school-aged children in regular classes.

3. Colorado, Pennsylvania and Ohio each reported a combined count for orthopedically impaired and other health impaired children. The counts are shown in the orthopedically impaired column; dashes are placed in the other health impaired column for Colorado and Pennsylvania. For Ohio, data for the severely/multiply handicapped are reported in the other health impaired column.

4. Florida and Minnesota also included preschool and 18-21 year old children in their counts for school-aged children.

5. The total number for Hawaii also includes children classified as multihandicapped.

6. Illinois, Missouri, and Nebraska also included 18-21 year old children in their counts for school-aged children.

7. Washington also included preschool and 18-21 year old children in the count for school-aged children being served in regular classrooms, separate facilities, and other education environments. The count of school-aged children being served in separate classes includes 18-21 year old children.

8. Twelve States combined hard of hearing and deaf. The data for these States do not appear under the separate categories of hard of hearing and deaf, but under the last category which displays these combined counts for hard of hearing and deaf.

TABLE D-2.3
Environments In Which Preschool[1] Handicapped Children Were Served During School Year 1976-77

State	Total			
	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments
Alabama	0	504	300	0
Alaska	222	110	0	5
Arizona	—	—	—	—
Arkansas	444	38	230	—
California	9,423	4,481	296	104
Colorado[2]	896	1,440	185	87
Connecticut	649	670	353	36
Delaware	391	92	103	1
District of Columbia	624	121	276	0
Florida[3]	—	—	—	21
Georgia	3,072	852	613	237
Hawaii[4]	101	32	47	172
Idaho	103	464	99	17
Illinois	0	20,048	843	0
Indiana	353	1,337	108	0
Iowa	2,735	987	82	509
Kansas	48	218	37	33
Kentucky	2,435	792	2,342	23
Louisiana	4,659	563	683	140
Maine	323	313	39	—
Maryland	7,345	1,154	34	0
Massachusetts	3,045	1,227	719	119
Michigan	1,360	12,106	993	186
Minnesota[3]	—	—	—	—
Mississippi	391	295	82	60
Missouri	4,680	586	735	—
Montana	396	47	0	0
Nebraska	2,019	615	5	3
Nevada	331	11	61	24
New Hampshire	247	54	52	8
New Jersey	0	2,338	136	0
New Mexico	—	—	—	—
New York	2,544	1,940	343	120
North Carolina	844	354	618	89
North Dakota	349	145	67	30
Ohio[2]	3,490	67	1,149	260
Oklahoma	1,406	638	25	0
Oregon	4,130	234	166	33
Pennsylvania[2]	0	5,602	0	5,273
Puerto Rico	93	335	0	0
Rhode Island	585	250	213	14
South Carolina	2,624	34	1,136	0
South Dakota	272	54	44	0
Tennessee	7,246	819	127	338
Texas	27,524	3,625	251	1,299
Utah	1,286	17	132	76
Vermont	286	65	65	110
Virginia	3,241	1,309	262	398
Washington[5]	—	762	—	—
West Virginia	1,145	41	189	111
Wisconsin	4,685	566	613	185
Wyoming	723	262	95	—
American Samoa	0	8	0	0
Guam	0	0	0	0
Trust Territories	76	156	0	2
Virgin Islands	0	—	—	—
Bur. of Indian Affairs	14	2	0	0
Total	108,855	68,780	14,948	10,123

TABLE D-2.3 (Continued)
Environments in Which Preschool Handicapped Children Were Served During School Year 1976-77

	Speech Impaired				Learning Disabled			
State	Regular Classes	Separate Classes	Separate Separate Facilities	Other Educational Environments	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments
Alabama	0	172	0	0	0	59	0	0
Alaska	178	24	0	1	31	20	0	0
Arizona	—	—	—	—	—	—	—	—
Arkansas	352	—	—	—	11	—	—	—
California	8,951	241	5	2	173	885	56	21
Colorado[2]	403	380	—	—	361	95	21	20
Connecticut	386	229	54	6	63	229	15	1
Delaware	351	22	—	—	21	32	16	—
District of Columbia	486	36	50	0	57	22	33	0
Florida[3]	—	—	—	0	—	—	—	21
Georgia	2,277	150	84	0	192	136	23	0
Hawaii[4]	101	0	0	84	—	—	8	13
Idaho	32	201	0	0	12	38	2	0
Illinois	0	14,903	0	0	0	1,801	155	0
Indiana	92	2	0	0	75	23	0	0
Iowa	2,583	114	42	177	95	376	0	192
Kansas	35	30	7	—	—	53	—	—
Kentucky	2,340	—	1,021	—	46	—	88	—
Louisiana	4,622	0	0	48	0	166	0	16
Maine	200	192	—	—	65	50	—	—
Maryland	6,111	460	0	0	1,056	184	0	0
Massachusetts	905	364	214	35	479	193	113	17
Michigan	—	10,611	0	0	353	539	0	0
Minnesota[2]	—	—	—	—	—	—	—	—
Mississippi	345	89	36	8	16	40	3	1
Missouri	3,278	410	409	—	700	88	87	—
Montana	225	0	0	0	28	5	0	0
Nebraska	1,920	169	0	0	74	34	0	0
Nevada	312	—	—	—	16	—	—	—
New Hampshire	112	4	7	1	46	8	1	0
New Jersey	0	532	2	0	0	712	3	0
New Mexico	—	—	—	—	—	—	—	—
New York	1,927	8	7	0	251	35	4	0
North Carolina	100	20	0	0	249	0	0	0
North Dakota	280	0	0	0	40	5	0	0
Ohio[2]	3,270	0	29	0	67	0	0	0
Oklahoma	930	361	0	0	312	34	0	0
Oregon	1,265	18	0	3	2,025	15	0	0
Pennsylvania[2]	0	4,184	0	3,681	0	277	0	274
Puerto Rico	0	41	0	0	93	79	0	0
Rhode Island	333	5	97	3	107	100	15	1
South Carolina	2,586	0	455	0	9	1	36	0
South Dakota	241	11	0	0	0	12	0	0
Tennessee	2,656	14	0	0	3,017	57	0	0
Texas	9,201	119	2	7	13,509	1,061	8	39
Utah	687	1	11	18	322	0	4	2
Vermont	191	2	0	34	76	0	0	39
Virginia	1,940	6	0	2	853	162	26	33
Washington[5]	—	0	—	—	—	79	—	—
West Virginia	1,039	0	31	58	51	0	84	0
Wisconsin	4,107	—	25	—	166	—	22	—
Wyoming	608	101	0	—	25	86	40	—
American Samoa	—	—	—	—	—	—	—	—
Guam	0	0	0	0	0	0	0	0
Trust Territories	11	20	0	0	9	0	0	0
Virgin Islands	0	—	—	—	0	—	—	—
Bur. of Indian Affairs	2	1	0	0	1	0	0	0
Total	67,990	34,255	2,583	4,169	25,157	7,790	864	690

TABLE D-2.3 (Continued)
Environments in Which Preschool Handicapped Children Were Served During School Year 1976-77

	Mentally Retarded				Emotionally Disturbed			
State	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments
Alabama	0	100	300	0	0	9	0	0
Alaska	5	31	0	3	2	7	0	0
Arizona	—	—	—	—	—	—	—	—
Arkansas	20	—	185	—	9	—	—	—
California	65	939	135	6	14	114	15	28
Colorado[2]	25	706	75	15	42	90	74	14
Connecticut	82	4	119	13	0	151	28	3
Delaware	12	20	36	—	—	18	9	—
District of Columbia	22	23	146	0	18	25	2	0
Florida[3]	—	—	—	0	—	—	—	0
Georgia	122	180	169	0	227	121	156	0
Hawaii[4]	—	13	14	34	—	3	3	5
Idaho	10	70	53	16	3	54	0	0
Illinois	0	1,216	143	0	0	961	496	0
Indiana	104	946	0	0	17	43	0	0
Iowa	21	291	3	97	4	47	3	18
Kansas	—	45	5	4	—	36	19	18
Kentucky	0	418	528	—	—	15	135	—
Louisiana	0	165	600	28	0	18	6	4
Maine	25	25	17	—	9	19	3	—
Maryland	67	271	0	0	9	52	0	0
Massachusetts	761	307	179	30	529	213	125	21
Michigan	211	286	843	93	211	167	150	72
Minnesota[3]	—	—	—	—	—	—	—	—
Mississippi	13	144	37	28	0	0	0	2
Missouri	198	25	164	—	288	36	46	—
Montana	84	31	0	0	0	0	0	0
Nebraska	0	293	0	0	14	16	0	0
Nevada	2	3	15	19	—	—	—	3
New Hampshire	32	36	15	1	0	0	0	0
New Jersey	0	491	4	0	0	182	1	0
New Mexico	—	—	—	—	—	—	—	—
New York	93	822	77	1	53	260	39	8
North Carolina	123	200	443	0	230	20	0	0
North Dakota	12	50	26	0	0	20	25	0
Ohio[2]	0	0	808	251	0	55	0	0
Oklahoma	86	153	0	0	3	7	0	0
Oregon	241	183	2	12	82	6	0	0
Pennsylvania[2]	0	379	0	749	0	196	0	196
Puerto Rico	0	133	0	0	0	18	0	0
Rhode Island	20	117	21	1	14	8	27	2
South Carolina	0	8	256	0	0	0	41	0
South Dakota	7	16	10	0	1	1	2	0
Tennessee	1,113	550	38	1	191	36	26	3
Texas	2,686	1,557	181	90	571	217	23	346
Utah	19	13	81	25	247	0	18	6
Vermont	11	63	12	36	0	0	0	0
Virginia	262	987	127	9	69	85	62	68
Washington[5]	—	288	—	—	—	29	—	—
West Virginia	25	23	31	7	10	0	4	2
Wisconsin	36	335	377	—	24	98	56	—
Wyoming	24	46	15	—	22	10	5	—
American Samoa	—	6	—	—	—	—	—	—
Guam	0	0	0	0	0	0	0	0
Trust Territories	17	33	0	2	12	21	0	0
Virgin Islands	0	—	—	—	0	—	—	—
Bur. of Indian Affairs	5	1	0	0	0	0	0	0
Total	6,663	13,052	6,290	1,571	2,925	3,482	1,598	818

TABLE D-2.3 (Continued)
Environments in Which Preschool Handicapped Children Were Served During School Year 1976-77

State	Other Health Impaired				Orthopedically Impaired			
	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments
Alabama	0	39	0	0	0	17	0	0
Alaska	0	4	0	0	4	5	0	1
Arizona	—	—	—	—	—	—	—	—
Arkansas	—	—	31	—	27	—	14	—
California	117	478	13	29	23	1,203	61	10
Colorado[2]	—	—	—	—	7	79	0	28
Connecticut	69	20	69	7	7	11	35	3
Delaware	—	—	1	—	—	—	30	1
District of Columbia	16	2	7	0	11	11	21	0
Florida[3]	—	—	—	0	—	—	—	0
Georgia	121	102	110	132	33	56	14	105
Hawaii[4]	—	—	8	28	—	—	7	5
Idaho	32	12	0	0	0	33	0	0
Illinois	0	189	0	0	0	472	0	0
Indiana	28	175	0	0	22	108	0	0
Iowa	0	143	28	1	0	7	4	15
Kansas	—	—	—	—	—	7	4	4
Kentucky	—	13	121	11	—	158	213	12
Louisiana	37	0	1	21	0	50	41	8
Maine	11	11	9	—	3	2	7	—
Maryland	2	5	0	0	7	68	0	0
Massachusetts	61	25	14	3	117	47	28	5
Michigan	—	—	—	—	389	260	0	0
Minnesota[3]	—	—	—	—	—	—	—	—
Mississippi	0	0	0	7	3	15	5	6
Missouri	74	9	9	—	49	6	6	—
Montana	9	1	0	0	17	6	0	0
Nebraska	0	0	0	3	0	50	0	0
Nevada	—	—	44	—	—	1	2	2
New Hampshire	19	2	3	3	24	4	21	3
New Jersey	0	187	0	0	0	74	3	0
New Mexico	—	—	—	—	—	—	—	—
New York	113	602	67	55	40	131	68	56
North Carolina	50	0	0	25	66	50	0	64
North Dakota	0	0	0	30	7	30	9	0
Ohio[2]	0	12	56	0	21	0	94	9
Oklahoma	9	3	0	0	6	22	16	0
Oregon	271	0	0	0	159	0	76	0
Pennsylvania[2]	—	—	—	—	0	199	0	181
Puerto Rico	0	7	0	0	0	16	0	0
Rhode Island	85	17	36	8	7	0	5	1
South Carolina	0	0	124	0	1	2	129	0
South Dakota	23	2	8	0	0	4	14	0
Tennessee	61	115	[illegible]	245	8	12	0	89
Texas	1,213	176	3	2	150	151	21	806
Utah	0	0	0	5	1	3	11	20
Vermont	4	0	16	0	0	0	28	1
Virginia	3	0	14	233	18	23	4	51
Washington[5]	—	0	—	—	—	217	—	—
West Virginia	0	0	0	40	1	6	0	1
Wisconsin	58	—	39	7	262	—	46	178
Wyoming	5	4	10	—	3	1	12	—
American Samoa	—	—	—	—	—	—	—	—
Guam	0	0	0	0	0	0	0	0
Trust Territories	7	12	0	0	1	4	0	0
Virgin Islands	0	—	—	—	0	—	—	—
Bur. of Indian Affairs	1	0	0	0	0	0	0	0
Total	2,499	2,367	[illegible]	895	1,499	3,621	1,049	1,665

TABLE D-2.3 (Continued)
Environments In Which Preschool Handicapped Children Were Served During School Year 1976-77

State	Hard of Hearing[1]				Visually Handicapped			
	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments
Alabama					0	8	0	0
Alaska	0	2	0	0	1	0	0	0
Arizona					—	—	—	—
Arkansas	—	13	—	—	25	—	—	—
California	24	179	1	1	48	80	3	2
Colorado[2]					5	23	3	5
Connecticut					0	13	0	0
Delaware	2	—	1	--	5	—	—	—
District of Columbia	2	0	2	0	4	2	0	0
Florida[3]	—	—	—	0	—	—	—	0
Georgia	48	51	15	0	42	36	13	0
Hawaii[4]	—	8	—	1	—	—	3	—
Idaho	7	0	4	0	4	54	10	0
Illinois	0	137	29	0	0	119	20	0
Indiana					0	0	24	0
Iowa	18	8	0	2	4	0	0	4
Kansas					3	5	—	3
Kentucky					34	—	89	—
Louisiana	0	57	11	6	0	62	13	3
Maine	5	8	—	—	5	6	—	—
Maryland	38	27	0	0	32	14	13	0
Massachusetts	122	49	29	5	54	22	13	2
Michigan					61	40	0	12
Minnesota[3]	—	—	—	—	—	—	—	—
Mississippi	3	1	0	3	5	0	1	1
Missouri	50	6	6	—	21	3	2	—
Montana	21	1	0	0	5	2	0	0
Nebraska					0	25	0	0
Nevada	—	—	—	—	1	—	—	—
New Hampshire	6	0	0	0	7	1	1	0
New Jersey	0	95	0	0	0	38	123	0
New Mexico	—	—	—	—	—	—	—	—
New York	24	6	0	0	20	2	6	0
North Carolina	0	64	0	0	26	0	7	0
North Dakota	0	0	1	0	10	10	2	0
Ohio[2]					40	0	19	0
Oklahoma	15	7	0	0	22	12	0	0
Oregon	34	12	0	3	43	0	0	12
Pennsylvania[2]	0	261	0	46	0	62	0	114
Puerto Rico	0	13	0	0	0	4	0	0
Rhode Island					14	1	3	0
South Carolina	21	21	23	0	7	2	60	0
South Dakota	0	8	0	0	0	0	0	0
Tennessee	108	8	0	0	78	3	21	0
Texas	51	156	4	3	92	33	5	3
Utah	7	0	0	0	3	0	0	0
Vermont	1	0	0	0	3	0	0	0
Virginia					56	0	4	0
Washington[5]	—	136	—	—	—	13	—	—
West Virginia	7	5	14	3	1	0	21	0
Wisconsin	12	114	3	—	14	21	14	—
Wyoming	19	7	6	—	17	2	7	—
American Samoa	—	—	—	—	—	1	—	—
Guam	0	0	0	0	0	0	0	0
Trust Territories	13	29	0	0	6	13	0	0
Virgin Islands	0	—	—	—	0	—	—	—
Bur. of Indian Affairs	3	0	0	0	2	0	0	C
Total	661	1,489	149	73	820	732	500	161

TABLE D-2.3 (Continued)
Environments In Which Preschool Handicapped Children Were Served During School Year 1976-77

State	Deaf				Deaf / Hard of Hearing			
	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments	Regular Classes	Separate Classes	Separate Separate Facilities	Other Educational Environments
Alabama					0	100	0	0
Alaska	1	17	0	0				
Arizona					0	0	0	0
Arkansas	—	25	—	—				
California	8	362	7	5				
Colorado[2]					53	57	12	5
Connecticut					40	13	33	3
Delaware	—	—	10	—				
District of Columbia	0	0	15	0				
Florida[3]	—	—	—	0				
Georgia	5	20	50	0				
Hawaii[4]	—	5	—	2				
Idaho	3	2	30	1				
Illinois	0	250	0	0				
Indiana					15	40	84	0
Iowa	0	1	2	3				
Kansas					10	42	2	4
Kentucky					13	120	146	0
Louisiana	0	45	11	6				
Maine	—	—	3	—				
Maryland	21	73	21	0				
Massachusetts	17	7	4	1				
Michigan					135	203	0	9
Minnesota[3]	—	—	—	—				
Mississippi	6	6	0	4				
Missouri	22	3	6	—				
Montana	7	1	0	0				
Nebraska					11	28	5	0
Nevada	—	7	—	—				
New Hampshire	1	1	4	0				
New Jersey	0	27	0	0				
New Mexico	—	—	—	—				
New York	23	77	80	0				
North Carolina	0	0	168	0				
North Dakota	0	30	4	0				
Ohio[2]					92	0	143	0
Oklahoma	21	39	9	0				
Oregon	12	0	88	3				
Pennsylvania[2]	0	43	0	33				
Puerto Rico	0	24	0	0				
Rhode Island					5	2	9	0
South Carolina	0	0	12	0				
South Dakota	0	0	10	0				
Tennessee	15	24	39	0				
Texas	51	155	4	3				
Utah	0	0	7	0				
Vermont	0	0	9	0				
Virginia					40	36	25	2
Washington[5]	—	0	—	—				
West Virginia	11	7	4	0				
Wisconsin	3	—	31	—				
Wyoming	0	5	0	—				
American Samoa	—	1	—	—				
Guam	0	0	0	0				
Trust Territories	0	24	0	0				
Virgin Islands	0	—	—	—				
Bur. of Indian Affairs	0	0	0	0				
Total	227	1 281	628	61	414	641	459	23

NOTES TO TABLE D-2.3

SOURCE: Table 4, State Annual Program Plans for FY 1978. A dash indicates that the data were not available to the States.

1. Preschool children refers to children aged 3-5 years.

2. Colorado, Pennsylvania and Ohio each reported a combined count for orthopedically impaired and other health impaired children. The counts are shown in the orthopedically impaired column; dashes are placed in the other health impaired column for Colorado and Pennsylvania. For Ohio, data for the severely/multiply handicapped are reported in the other health impaired column.

3. Florida and Minnesota each reported a combined count for school-aged children, preschool children, and 18-21 year old children. The counts are shown in Table D-2.2.

4. The total number for Hawaii also includes children classified as multihandicapped.

5. Washington reported a combined count for school-aged children, preschool children, and 18-21 year old children being served in regular classes, separate facilities, and other education environments. The count is shown in Table D-2.2.

6. Twelve States combined hard of hearing and deaf. The data for these States do not appear under the separate categories of hard of hearing and deaf, but under the last category which displays these combined counts for hard of hearing and deaf.

TABLE D-2.4
Environments In Which 18-21-Year-Old Students Were Served During School Year 1976-77

State	Total			
	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments
Alabama	1,907	389	380	0
Alaska	114	66	8	15
Arizona[1]	—	—	—	—
Arkansas	2,571	666	721	23
California	2,605	2,759	368	154
Colorado[2]	1,214	727	400	46
Connecticut	1,336	274	98	7
Delaware	66	76	195	6
District of Columbia	56	405	66	24
Florida[3]	—	—	—	22
Georgia	235	306	455	84
Hawaii[4]	—	164	2	—
Idaho	587	414	155	20
Illinois[5]	—	—	—	—
Indiana	101	708	22	0
Iowa	855	1,150	272	—
Kansas	477	762	166	101
Kentucky	353	793	1,050	112
Louisiana	458	1,389	658	106
Maine	631	142	81	48
Maryland	448	1,385	75	7
Massachusetts	1,624	655	384	63
Michigan	2,114	1,701	2,730	400
Minnesota[5]	—	—	—	—
Mississippi	289	319	80	35
Missouri[5]	—	—	—	—
Montana	355	116	0	0
Nebraska[5]	—	—	—	—
Nevada	1	1	10	—
New Hampshire	187	122	64	5
New Jersey	7,422	3,789	805	519
New Mexico	—	—	—	—
New York	4,055	3,503	466	126
North Carolina	1,715	161	1,449	109
North Dakota	689	230	39	20
Ohio[2]	—	—	—	—
Oklahoma	317	430	78	1
Oregon	3,605	155	64	0
Pennsylvania[2]	343	212	34	0
Puerto Rico	0	272	0	0
Rhode Island	268	95	162	6
South Carolina	177	38	82	24
South Dakota	70	158	224	1
Tennessee	3,105	351	53	147
Texas	8,258	1,197	80	370
Utah	33	90	279	12
Vermont	28	82	70	2
Virginia	1,994	796	161	246
Washington[6]	—	—	—	—
West Virginia	308	225	91	79
Wisconsin	954	1,793	851	130
Wyoming	346	194	22	—
American Samoa	0	13	0	0
Guam	2	2	0	0
Trust Territories	185	0	0	0
Virgin Islands	0	—	—	—
Bur. of Indian Affairs	43	1	0	0
Total	52,501	29,276	13,450	3,070

TABLE D-2.4 (Continued)
Environments in Which 18-21-Year-Old Students Were Served During School Year 1976-77

State	Speech Impaired				Learning Disabled			
	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments	Regular Classes	School Classes	Separate Separate Facilities	Other Educational Environments
Alabama	522	0	0	0	0	0	0	0
Alaska	23	0	0	0	72	11	0	0
Arizona[1]	—	—	—	—	—	—	—	—
Arkansas	640	—	175	—	359	146	—	—
California	1,180	0	0	0	944	123	6	8
Colorado[2]	538	8	—	—	548	27	—	—
Connecticut	425	83	3	0	424	83	9	0
Delaware	1	—	—	—	27	28	4	2
District of Columbia	14	0	5	0	26	18	0	0
Florida[3]	—	—	—	0	—	—	—	22
Georgia	40	3	5	0	58	2	0	0
Hawaii[4]	—	—	—	—	—	—	—	—
Idaho	89	0	0	0	340	0	0	0
Illinois[5]	—	—	—	—	—	—	—	—
Indiana	0	0	0	0	0	0	0	0
Iowa	433	0	0	—	317	118	0	—
Kansas	152	21	—	2	193	63	—	—
Kentucky	112	—	115	—	192	—	10	—
Louisiana	330	0	0	0	53	0	0	0
Maine	93	—	—	—	228	—	13	—
Maryland	224	7	0	0	96	262	1	0
Massachusetts	483	195	114	18	253	103	60	9
Michigan	—	215	0	0	310	206	0	0
Minnesota[3]	—	—	—	—	—	—	—	—
Mississippi	24	0	0	0	7	1	0	0
Missouri[5]	—	—	—	—	—	—	—	—
Montana	62	0	0	0	75	17	0	0
Nebraska[5]	—	—	—	—	—	—	—	—
Nevada	—	—	—	—	—	—	—	—
New Hampshire	0	0	0	0	53	8	2	0
New Jersey	3,761	57	8	0	1,945	1,290	89	0
New Mexico	—	—	—	—	—	—	—	—
New York	2,558	8	2	0	852	120	12	0
North Carolina	50	10	0	0	20	0	0	0
North Dakota	50	0	0	0	460	10	0	0
Ohio[2]	—	—	—	—	—	—	—	—
Oklahoma	85	2	0	0	177	6	0	0
Oregon	15	0	0	0	34	0	0	0
Pennsylvania[2]	297	0	0	0	27	44	8	0
Puerto Rico	0	0	0	0	0	0	0	0
Rhode Island	143	7	2	—	50	17	7	0
South Carolina	78	0	2	0	37	14	0	0
South Dakota	18	2	0	0	18	11	0	0
Tennessee	1,138	6	0	0	1,293	24	0	0
Texas	2,760	35	1	2	4,053	319	3	12
Utah	4	0	27	0	16	0	0	0
Vermont	1	0	0	0	26	1	0	1
Virginia	1,189	3	0	1	524	99	16	22
Washington[6]	—	—	—	—	—	—	—	—
West Virginia	62	0	0	0	57	0	0	0
Wisconsin	607	—	—	—	212	—	—	—
Wyoming	115	10	0	—	101	57	0	—
American Samoa	—	—	—	—	—	—	—	—
Guam	0	0	0	0	0	0	0	0
Trust Territories	26	0	0	0	27	0	0	0
Virgin Islands	0	—	—	—	0	—	—	—
Bur. of Indian Affairs	3	0	0	0	17	0	0	0
Total	18,345	672	459	23	14,521	3,228	240	76

TABLE D-2.4 (Continued)
Environments in Which 18-21-Year-Old Students Were Served During School Year 1976-77

State	Mentally Retarded				Emotionally Disturbed			
	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments
Alabama	1,295	297	240	0	0	20	30	0
Alaska	1	44	3	0	7	4	3	14
Arizona[1]	—	—	—	—	—	—	—	—
Arkansas	1,475	494	215	—	44	—	16	—
California	48	2,163	246	46	86	43	71	26
Colorado[2]	37	616	219	14	59	48	151	12
Connecticut	177	35	25	2	251	55	36	3
Delaware	31	38	156	—	6	8	8	2
District of Columbia	16	319	45	0	0	6	12	3
Florida[3]	—	—	—	0	—	—	—	0
Georgia	73	289	179	0	9	1	18	0
Hawaii[4]	—	164	2	—	—	—	—	—
Idaho	41	227	122	20	45	173	5	0
Illinois[5]	—	—	—	—	—	—	—	—
Indiana	70	628	0	0	25	59	0	0
Iowa	100	933	157	—	4	9	26	—
Kansas	115	588	45	4	3	69	96	35
Kentucky	0	700	745	—	4	—	54	—
Louisiana	25	1,000	481	23	9	345	0	0
Maine	93	81	12	19	157	48	33	20
Maryland	93	1,007	3	1	4	25	1	1
Massachusetts	407	163	96	16	283	114	67	10
Michigan	1,392	928	2,713	302	111	151	17	75
Minnesota[3]	—	—	—	—	—	—	—	—
Mississippi	254	312	77	27	0	0	0	0
Missouri[5]	—	—	—	—	—	—	—	—
Montana	157	91	0	0	24	6	0	0
Nebraska[5]	—	—	—	—	—	—	—	—
Nevada	—	1	8	—	—	—	—	—
New Hampshire	81	104	41	3	14	4	5	0
New Jersey	711	1,511	146	276	123	387	423	62
New Mexico	—	—	—	—	—	—	—	—
New York	174	1,544	145	3	181	879	135	28
North Carolina	925	75	1,271	0	500	0	44	12
North Dakota	22	40	11	0	0	142	15	0
Ohio[2]	—	—	—	—	—	—	—	—
Oklahoma	37	377	44	1	1	2	15	0
Oregon	143	128	0	0	0	27	61	0
Pennsylvania[2]	2	140	18	0	2	14	7	0
Puerto Rico	0	272	0	0	0	0	0	0
Rhode Island	9	50	98	—	19	18	22	3
South Carolina	40	16	66	0	7	3	9	2
South Dakota	30	82	212	1	0	56	4	0
Tennessee	477	236	16	2	82	16	10	1
Texas	806	466	54	4	171	66	7	104
Utah	5	86	246	11	4	1	3	0
Vermont	0	77	43	0	0	4	27	0
Virginia	162	613	78	6	42	46	38	42
Washington[6]	—	—	—	—	—	—	—	—
West Virginia	150	206	75	2	18	3	0	0
Wisconsin	—	1,655	495	—	—	101	337	—
Wyoming	25	92	22	—	80	15	0	—
American Samoa	—	5	—	—	—	—	—	—
Guam	2	2	0	0	0	0	0	0
Trust Territories	39	0	0	0	30	0	0	0
Virgin Islands	0	—	—	—	0	—	—	—
Bur. of Indian Affairs	4	1	0	0	3	0	0	0
Total	9,744	18,896	8,870	783	2,408	2,968	1,806	455

TABLE D-2.4 (Continued)
Environments In Which 18-21-Year-Old Students Were Served During School Year 1976-77

State	Other Health Impaired				Orthopedically Impaired			
	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments
Alabama	50	30	10	0	30	12	20	0
Alaska	0	2	2	1	2	2	0	0
Arizona[1]	—	—	—	—	—	—	—	—
Arkansas	—	—	202	23	7	26	52	—
California	169	74	3	56	85	231	6	12
Colorado[2]	—	—	—	—	9	18	0	20
Connecticut	24	7	10	1	14	4	5	0
Delaware	—	—	1	2	1	2	10	—
District of Columbia	0	32	1	19	0	20	1	2
Florida[3]	—	—	—	0	—	—	—	0
Georgia	12	1	83	74	3	9	150	10
Hawaii[4]	—	—	—	—	—	—	—	—
Idaho	18	2	0	0	24	10	0	0
Illinois[5]	—	—	—	—	—	—	—	—
Indiana	0	1	0	0	1	8	0	0
Iowa	0	70	15	—	0	13	10	—
Kansas	—	—	—	—	4	17	7	33
Kentucky	—	43	5	83	—	47	20	29
Louisiana	1	5	26	81	1	16	53	1
Maine	7	9	6	—	4	4	5	7
Maryland	2	2	1	3	3	29	1	2
Massachusetts	33	13	8	2	62	25	15	3
Michigan	—	—	—	—	128	86	0	0
Minnesota[3]	—	—	—	—	—	—	—	—
Mississippi	0	0	0	5	2	0	1	3
Missouri[5]	—	—	—	—	—	—	—	—
Montana	8	1	0	0	2	1	0	0
Nebraska[5]	—	—	—	—	—	—	—	—
Nevada	—	—	2	—	—	—	—	—
New Hampshire	13	0	2	1	6	2	5	1
New Jersey	404	309	57	40	282	69	20	68
New Mexico	—	—	—	—	—	—	—	—
New York	160	852	94	79	12	39	19	16
North Carolina	70	0	0	30	50	50	0	67
North Dakota	0	0	0	20	4	3	13	0
Ohio[2]	—	—	—	—	—	—	—	—
Oklahoma	0	0	0	0	8	15	0	0
Oregon	0	0	0	0	3	0	3	0
Pennsylvania[2]	—	—	—	—	0	8	0	0
Puerto Rico	0	0	0	0	0	0	0	0
Rhode Island	36	0	14	3	5	0	0	0
South Carolina	0	0	0	22	3	1	1	0
South Dakota	0	5	4	0	1	2	4	0
Tennessee	26	50	1	105	3	5	0	39
Texas	363	54	1	1	46	46	7	242
Utah	0	0	0	1	0	3	1	0
Vermont	1	0	0	0	0	0	0	1
Virginia	6	0	9	143	11	13	2	30
Washington[6]	—	—	—	—	—	—	—	—
West Virginia	5	2	0	76	2	3	0	0
Wisconsin	61	—	3	72	74	—	—	58
Wyoming	7	5	0	—	2	2	0	—
American Samoa	—	2	—	—	—	1	—	—
Guam	0	0	0	0	0	0	0	0
Trust Territories	17	0	0	0	2	0	0	0
Virgin Islands	0	—	—	—	0	—	—	—
Bur. of Indian Affairs	3	0	0	0	1	0	0	0
Total	1,496	1,571	560	943	897	842	431	644

TABLE D-2.4 (Continued)
Environments In Which 18-21-Year-Old Students Were Served During School Year 1976-77

State	Hard of Hearing[1]				Visually Handicapped			
	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments
Alabama					10	10	20	0
Alaska	5	0	0	0	3	1	0	0
Arizona[1]					—	—	—	—
Arkansas	10	—	—	—	31	—	18	—
California	16	31	1	2	71	17	1	1
Colorado[2]					9	0	6	—
Connecticut					7	2	1	0
Delaware	0	0	4	0	0	0	0	0
District of Columbia	0	4	2	0	0	3	0	0
Florida[3]	—	—	—	0	—	—	—	0
Georgia	19	0	4	0	13	1	5	0
Hawaii[4]	—	—	—	—	—	—	—	—
Idaho	3	0	0	0	27	0	11	0
Illinois[5]	—	—	—	—	—	—	—	—
Indiana					0	0	5	0
Iowa	1	6	11	—	0	1	10	—
Kansas					5	2	2	—
Kentucky					11	—	17	—
Louisiana	4	12	31	0	30	8	28	0
Maine	30	—	—	—	19	—	—	—
Maryland	13	3	0	0	7	5	39	0
Massachusetts	65	26	15	2	29	12	7	2
Michigan					60	40	0	12
Minnesota[3]	—	—	—	—	—	—	—	—
Mississippi	2	0	0	0	0	2	0	0
Missouri[5]	—	—	—	—	—	—	—	—
Montana	21	0	0	0	3	0	0	0
Nebraska[5]					—	—	—	—
Nevada	—	—	—	—	1	—	—	—
New Hampshire	11	1	1	0	4	0	1	0
New Jersey	148	155	3	0	48	11	7	57
New Mexico	—	—	—	—	—	—	—	—
New York	49	14	1	0	57	7	15	0
North Carolina	100	20	0	0	0	6	31	0
North Dakota	120	0	0	0	33	5	0	0
Ohio[2]					—	—	—	—
Oklahoma	6	0	0	0	2	0	6	0
Oregon	0	0	0	0	0	0	0	0
Pennsylvania[2]	7	5	0	0	8	1	0	0
Puerto Rico	0	0	0	0	0	0	0	0
Rhode Island					3	—	4	0
South Carolina	10	3	0	0	2	1	2	0
South Dakota	3	0	0	0	0	0	0	0
Tennessee	46	3	0	0	33	1	9	0
Texas	16	46	1	1	27	10	2	1
Utah	4	0	0	0	0	0	2	0
Vermont	0	0	0	0	0	0	0	0
Virginia					35	0	3	1
Washington[6]	—	—	—	—	—	—	—	—
West Virginia	6	11	0	0	0	0	5	1
Wisconsin	—	31	—	—	—	6	3	—
Wyoming	7	8	0	—	9	1	0	—
American Samoa	—	—	—	—	—	—	—	—
Guam	0	0	0	0	0	0	0	0
Trust Territories	29	0	0	0	15	0	0	0
Virgin Islands	0	—	—	—	0	—	—	—
Bur. of Indian Affairs	9	0	0	0	3	0	0	0
Total	760	379	74	5	615	153	260	75

TABLE D-2.4 (Continued)
Environments in Which 18-21-Year-Old Students Were Served During School Year 1976-77

State	Deaf[7]				Deaf / Hard of Hearing[7]			
	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments	Regular Classes	Separate Classes	Separate School Facilities	Other Educational Environments
Alabama					0	20	60	0
Alaska	1	2	0	0				
Arizona[1]					0	0	0	0
Arkansas	5	—	43	—				
California	6	77	34	3				
Colorado[2]					14	10	24	0
Connecticut					14	5	9	1
Delaware	—	—	12	—				
District of Columbia	0	3	0	0				
Florida[3]	—	—	—	0				
Georgia	8	6	11	0				
Hawaii[4]	—	—	—	—				
Idaho	0	2	17	0				
Illinois[5]	—	—	—	—				
Indiana					5	12	17	0
Kansas					5	2	16	27
Kentucky					34	0	84	0
Louisiana	5	3	39	1				
Maine	—	—	12	2				
Maryland	6	45	29	0				
Massachusetts	9	4	2	1				
Michigan					113	75	0	11
Minnesota[3]	—	—	—	—				
Mississippi	0	4	2	0				
Missouri[5]	—	—	—	—				
Montana	3	0	0	0				
Nebraska[5]					0	0	0	0
Nevada	—	—	—	—				
New Hampshire	5	3	7	0				
New Jersey	0	0	52	16				
New Mexico	—	—	—	—				
New York	12	40	43	0				
North Carolina	0	0	103	0				
North Dakota	0	30	0	0				
Ohio[2]					0	0	0	0
Oklahoma	1	28	13	0				
Oregon	3,410	0	0	0				
Pennsylvania[2]	0	0	1	0				
Puerto Rico	0	0	0	0				
Rhode Island					3	3	15	0
South Carolina	0	0	2	0				
South Dakota	0	0	0	0				
Tennessee	7	10	17	0				
Texas	16	155	4	3				
Utah	0	0	0	0				
Vermont	0	0	0	0				
Virginia					25	22	15	1
Washington[6]	—	—	—	—				
West Virginia	8	0	11	0				
Wisconsin	—	—	13	—				
Wyoming	0	4	0	—				
American Samoa	—	5	—	—				
Guam	0	0	0	0				
Trust Territories	0	0	0	0				
Virgin Islands	0	—	—	—				
Bur. of Indian Affairs	0	0	0	0				
Total	3,502	421	510	26	213	149	240	40

NOTES TO TABLE D-2.4

SOURCE: Table 4, State Annual Program Plans for FY 1978. A dash indicates that the data were not available to the States.

1. Arizona reported a combined count for school-aged children and 18-21 year old children being served in regular classes. The count is shown in Table D-2.2.

2. Colorado, Pennsylvania and Ohio each reported a combined count for orthopedically impaired and other health impaired children. The counts are shown in the orthopedically impaired column; dashes are placed in the other health impaired column for Colorado and Pennsylvania. For Ohio, data for the severely/multiply handicapped are reported in the other health impaired column.

3. Florida and Minnesota each reported a combined count for school-aged children, preschool children, and 18-21 year old children. The counts are shown in Table D-2.2.

4. The total number for Hawaii also includes children classified as multihandicapped.

5. Illinois, Missouri, and Nebraska each reported a combined count for school-aged children and 18-21 year old children. The counts are shown in Table D-2.2.

6. Washington reported a combined count for school-aged children, preschool children, and 18-21 year old children being served in regular classes, separate facilities, and other education environments. A combined count was reported also for school-aged children and 18-21 year old children being served in separate classes. The counts are shown in Table D-2.2.

7. Twelve States combined hard of hearing and deaf. The data for these States do not appear under the separate categories of hard of hearing and deaf, but under the last category which displays these combined counts for hard of hearing and deaf.

TABLE D-3.1
Average Number of Handicapped Children Served Per Special Education Teacher[1] During School Year 1976-77

State	Speech Impaired[2]			Other Health Impaired			Learning Disabled			Orthopedically Impaired		
	Pupils	Teachers	Ratio	Pupils	Teachers	Ratio	Pupils	Teachers	Ratio	Pupils	Teachers	Ratio
Alabama	14,096	168	84:1	435	81	5:1	5,436	314	17:1	602	88	7:1
Alaska	1,844	90	20:1	1,547	8	187:1	3,927	279	14:1	[illegible]	10	11:1
Arizona	11,379	347	33:1	450	1	450:1	17,214	1,093	16:1	460	78	6:1
Arkansas	7,182	303	24:1	269	50	5:1	5,072	238	21:1	255	64	4:1
California	127,817	2,740	47:1	28,164	411	69:1	74,404	4,933	15:1	26,757	645	41:1
Colorado[3]	13,169	345	38:1	8	—	—	16,661	1,209	14:1	1,580	64	25:1
Connecticut	16,518	448	37:1	2,303	36	64:1	19,201	1,337	14:1	984	111	9:1
Delaware	3,395	54	63:1	19	1	19:1	4,392	320	14:1	303	29	10:1
District of Columbia	2,498	101	25:1	506	21	24:1	1,661	132	13:1	194	21	9:1
Florida[4]	37,253	709	53:1	1,263	200	6:1	31,850	1,509	21:1	2,042	214	10:1
Georgia[4]	23,322	460	51:1	1,553	152	10:1	15,744	835	19:1	692	109	6:1
Hawaii	2,452	42	58:1	48	128	0:1	4,880	293	17:1	194	15	13:1
Idaho	3,282	110	30:1	140	28	5:1	5,604	373	15:1	611	12	51:1
Illinois[3]	80,274	1,658	48:1	6,635	—	—	53,328	2,863	19:1	3,451	705	5:1
Indiana	48,759	683	71:1	1,134	102	11:1	5,422	279	19:1	837	53	16:1
Iowa	17,475	449	39:1	12	65	0:1	17,553	1,036	17:1	452	67	7:1
Kansas	15,501	284	55:1	431	26	17:1	8,425	559	15:1	310	17	18:1
Kentucky	21,541	431	50:1	1,533	153	10:1	7,423	635	12:1	451	33	14:1
Louisiana	44,028	619	71:1	1,598	127	13:1	10,823	764	14:1	586	63	9:1
Maine	5,973	106	55:1	706	—	—	7,261	176	41:1	378	8	47:1
Maryland	30,284	905	33:1	180	28	6:1	29,093	1,711	17:1	881	68	13:1
Massachusetts	35,077	2,806	12:1	3,807	128	30:1	18,542	1,005	18:1	5,905	240	25:1
Michigan	67,464	1,370	49:1	1,382	155	9:1	28,143	1,258	22:1	3,772	323	12:1
Minnesota	26,692	658	41:1	1,363	136	10:1	21,456	1,905	11:1	939	87	11:1
Mississippi[3]	9,616	251	38:1	203	—	—	2,748	272	10:1	140	18	8:1
Missouri	36,296	710	51:1	1,376	0	—	22,862	1,094	21:1	1,066	81	13:1
Montana	2,491	198	13:1	130	1	130:1	2,883	442	7:1	82	13	6:1
Nebraska[5]	10,331	282	37:1	47	8	6:1	5,433	227	24:1	273	42	6:1
Nevada	3,127	61	52:1	631	20	32:1	4,782	254	19:1	178	19	9:1
New Hampshire	1,338	310	4:1	1,135	131	9:1	3,091	181	17:1	241	121	2:1
New Jersey	68,945	1,945	35:1	2,568	343	8:1	33,188	1,231	27:1	1,977	88	22:1
New Mexico	2,058	—	—	51	—	—	6,175	—	—	450	—	—
New York	61,549	1,286	48:1	25,846	1,658	16:1	34,514	2,398	14:1	5,786	154	38:1
North Carolina	26,913	406	66:1	503	41	12:1	17,697	419	42:1	943	40	24:1
North Dakota	3,923	145	27:1	55	0	—	2,439	128	19:1	81	2	41:1
Ohio[6]	58,867	927	64:1	801	86	9:1	32,399	1,636	20:1	2,729	200	14:1
Oklahoma	14,136	298	47:1	243	0	—	15,015	834	18:1	512	35	15:1
Oregon	10,802	302	36:1	2,530	24	105:1	11,146	729	15:1	850	27	31:1
Pennsylvania[3]	99,213	1,214	82:1	9,663	—	—	19,772	1,397	14:1	3,125	503	6:1
Puerto Rico	219	20	11:1	86	21	4:1	1,012	31	33:1	210	4	52:1
Rhode Island	5,217	94	56:1	1,740	0	—	4,620	195	24:1	181	16	11:1
South Carolina	23,370	505	46:1	671	124	5:1	10,821	468	23:1	923	67	14:1
South Dakota	5,978	117	51:1	311	2	155:1	1,198	139	9:1	207	11	19:1
Tennessee	31,702	560	57:1	2,343	270	9:1	35,243	1,640	21:1	1,297	35	37:1
Texas[3]	78,523	1,624	48:1	30,747	—	—	50,890	1,878	27:1	8,091	460	18:1
Utah	6,632	67	98:1	234	54	4:1	13,584	10	1358:1	291	8	36:1
Vermont	1,765	83	21:1	145	5	29:1	2,026	47	43:1	18	5	4:1
Virginia[7]	29,693	532	56:1	1,342	11	122:1	16,211	965	17:1	997	58	17:1
Washington[8]	31,010	329	94:1	849	5	170:1	12,509	517	24:1	1,973	36	55:1
West Virginia	9,947	207	48:1	429	90	5:1	5,743	272	21:1	490	43	11:1
Wisconsin[9]	15,404	940	16:1	1,043	34	31:1	14,378	1,245	12:1	1,331	118	11:1
Wyoming	1,810	84	22:1	252	4	58:1	3,084	227	14:1	97	6	17:1
American Samoa	0	2	0:1	3	1	3:1	37	2	18:1	0	1	0:1
Guam	481	7	69:1	26	0	—	148	6	25:1	2	0	—
Trust Territories	77	8	10:1	31	5	6:1	269	4	67:1	4	3	1:1
Virgin Islands	325	4	81:1	0	0	—	176	7	25:1	42	2	21:1
Bur. of Indian Affairs	0	15	0:1	0	—	—	0	47	0:1	0	3	0:1
Total	1,309,020	29,422	44:1	141,544	4,977	28:1	799,593	43,998	18:1	87,314	5,341	16:1

TABLE D-3.1 (Continued)
Average Number of Handicapped Children Served Per Special Education Teacher During School Year 1976-77

State	Mentally Retarded			Emotionally Disturbed			Visually Handicapped			Deaf / Hard of Hearing		
	Pupils	Teachers	Ratio	Pupils	Teachers	Ratio	Pupils	Teachers	Ratio	Pupils	Teachers	Ratio
Alabama	31,203	2,475	13:1	917	78	12:1	376	6	63:1	924	49	19:1
Alaska	1,277	111	11:1	335	30	11:1	83	5	16:1	482	21	23:1
Arizona	8,608	1,026	8:1	3,665	440	8:1	365	100	4:1	907	150	6:1
Arkansas	14,674	813	18:1	240	27	9:1	281	43	7:1	515	71	7:1
California	42,916	3,210	13:1	21,990	2,304	10:1	3,121	406	8:1	7,124	947	8:1
Colorado[3]	[illegible]	880	12:1	4,844	367	13:1	425	43	10:1	1,181	133	9:1
Connecticut	10,132	1,167	9:1	10,381	906	11:1	677	69	10:1	1,890	338	6:1
Delaware	3,199	213	15:1	2,753	171	16:1	80	12	7:1	168	40	4:1
District of Columbia	2,916	275	11:1	1,066	107	10:1	122	93	1:1	278	30	9:1
Florida[4]	34,311	2,761	12:1	7,584	836	9:1	774	109	7:1	2,163	266	8:1
Georgia[4]	31,744	2,319	14:1	9,077	551	16:1	831	86	10:1	2,249	327	7:1
Hawaii	2,434	176	14:1	158	34	5:1	46	5	9:1	335	52	6:1
Idaho	3,567	203	18:1	581	46	13:1	369	44	8:1	421	55	8:1
Illinois[3]	48,974	4,104	12:1	31,157	2,572	12:1	1,631	189	9:1	4,349	580	7:1
Indiana	27,784	1,987	14:1	1,400	184	8:1	660	77	8:1	1,660	218	8:1
Iowa	12,663	1,224	10:1	1,757	201	9:1	230	48	5:1	915	184	5:1
Kansas	8,665	789	11:1	1,980	226	9:1	331	40	8:1	1,981	98	20:1
Kentucky	22,872	1,881	12:1	1,534	165	9:1	449	41	11:1	1,256	123	10:1
Louisiana	24,547	1,853	13:1	3,499	229	15:1	532	56	10:1	1,378	148	9:1
Maine	5,664	219	26:1	2,904	26	112:1	224	—	—	593	29	20:1
Maryland	17,523	1,349	13:1	3,787	271	14:1	810	52	16:1	1,627	123	13:1
Massachusetts	34,972	1,609	22:1	24,467	1,096	22:1	2,485	160	16:1	6,738	219	31:1
Michigan	34,715	3,382	10:1	13,224	1,365	10:1	1,314	136	10:1	3,101	443	7:1
Minnesota	15,140	1,679	9:1	4,403	260	17:1	570	42	14:1	1,574	71	22:1
Mississippi[3]	15,487	1,295	12:1	50	6	8:1	175	22	8:1	801	107	7:1
Missouri	25,304	1,923	13:1	5,359	491	11:1	661	22	30:1	1,465	150	10:1
Montana	2,114	246	9:1	317	49	6:1	234	1	234:1	361	16	23:1
Nebraska[5]	7,567	726	10:1	977	126	8:1	190	32	6:1	474	65	7:1
Nevada	1,586	139	11:1	548	23	24:1	79	8	10:1	204	23	9:1
New Hampshire	2,720	181	15:1	686	172	4:1	275	20	14:1	432	40	11:1
New Jersey	22,394	1,436	16:1	11,758	950	12:1	1,435	113	13:1	2,794	198	14:1
New Mexico	4,519	—	—	1,278	—	—	197	—	—	422	—	—
New York	56,582	4,196	13:1	46,948	3,230	15:1	4,134	356	12:1	5,893	419	14:1
North Carolina	46,334	3,043	15:1	2,462	229	11:1	850	63	13:1	2,335	213	11:1
North Dakota	1,974	194	10:1	206	16	13:1	94	2	47:1	206	9	22:1
Ohio[6]	67,626	4,070	17:1	1,940	210	9:1	1,174	119	10:1	2,779	381	7:1
Oklahoma	12,753	889	14:1	462	27	17:1	248	30	8:1	816	106	8:1
Oregon	7,897	406	19:1	2,439	102	24:1	503	34	15:1	1,265	48	26:1
Pennsylvania[3]	56,461	5,162	11:1	9,791	1,090	9:1	3,316	193	17:1	5,453	542	10:1
Puerto Rico	8,132	506	16:1	376	20	19:1	177	7	25:1	991	90	11:1
Rhode Island	2,483	180	14:1	1,248	92	14:1	127	7	18:1	356	15	24:1
South Carolina	29,944	1,928	16:1	4,058	248	16:1	960	94	10:1	1,613	164	10:1
South Dakota	1,787	186	10:1	149	25	6:1	63	13	5:1	248	32	8:1
Tennessee	23,019	1,465	16:1	2,482	355	7:1	982	146	7:1	2,176	230	9:1
Texas[3]	47,580	1,934	25:1	9,731	389	25:1	1,571	64	25:1	6,421	515	12:1
Utah	5,117	148	34:1	10,280	49	210:1	321	1	321:1	746	5	149:1
Vermont	2,133	106	20:1	127	26	5:1	32	61	1:1	136	33	4:1
Virginia[7]	22,359	1,686	13:1	3,909	254	15:1	1,528	54	29:1	1,797	222	8:1
Washington[8]	13,931	979	14:1	7,204	365	20:1	1,138	18	63:1	2,359	127	19:1
West Virginia	11,963	892	13:1	636	57	11:1	353	33	11:1	576	58	10:1
Wisconsin[9]	10,187	1,771	11:1	4,836	564	9:1	575	80	7:1	1,267	198	6:1
Wyoming	1,197	138	9:1	447	30	12:1	191	3	56:1	185	27	7:1
American Samoa	71	8	9:1	0	0	—	4	1	4:1	24	3	8:1
Guam	739	44	17:1	23	0	—	16	4	4:1	1,164	9	129:1
Trust Territories	526	9	58:1	98	9	11:1	48	4	12:1	71	12	6:1
Virgin Islands	954	[illegible]	21:1	76	4	19:1	22	2	11:1	117	6	20:1
Bur. of Indian Affairs	0	60	0:1	0	10	0:1	0	1	0:1	0	4	0:1
Total	971,794	71,678	14:1	284,385	21,707	13:1	38,436	3,467	11:1	89,743	8,787	10:1

NOTES TO TABLE D-3.1

SOURCE: Pupil data are combined totals of P.L. 94-142 and P.L. 89-313 child counts for FY 1977. All learning disabled children are included. Teacher data are from Tables 2A, B and C of State Annual Program Plans for FY 1978. A dash generally indicates that the data were not available to the States.

1. Includes regular, special and itinerant/consulting teachers.

2. Teachers for speech impaired children include speech pathologists.

3. Colorado, Illinois, Mississippi, Pennsylvania, and Texas reported combined counts of teachers serving orthopedically impaired and other health impaired children. These counts are shown in the column for teachers of the orthopedically impaired; dashes are placed in the column for the other health impaired. In Pennsylvania and Texas, the count of special education teachers includes home-hospital teachers.

4. In Florida and Georgia, the count of teachers for the health impaired includes home-hospital teachers. In Georgia, the count of teachers for the hard of hearing includes audiologists.

5. In Nebraska, teachers serving other health impaired children were reported as teachers serving deaf/blind children.

6. In Ohio, teachers serving other health impaired children were reported as teachers serving severely/multiply handicapped children.

7. In Virginia, the count of teachers for speech impaired children includes audiologists.

8. In Washington, the count of teachers for speech impaired children includes only speech pathologists. Washington combined the count of other teachers for the speech impaired with the count of teachers for the learning disabled.

9. In Wisconsin, the count of special education teachers includes work-study coordinators.

TABLE D-3.4
Special Education Teachers[1] Available and Needed by Type of Handicapping Condition of Child Served, School Years 1976-77 to 1978-79

State	Mentally Retarded			Learning Disabled			Emotionally Disturbed		
	Teachers Available 1976-77	Teachers Needed 1977-78	Teachers Needed 1978-79	Teachers Available 1976-77	Teachers Needed 1977-78	Teachers Needed 1978-79	Teachers Available 1976-77	Teachers Needed 1977-78	Teachers Needed 1978-79
Alabama	168	468	546	49	109	133	88	174	205
Alaska	45	0	0	21	42	88	10	24	57
Arizona	0	0	0	150	159	167	78	83	87
Arkansas	150	172	172	71	91	107	64	64	70
California	651	733	810	947	965	997	645	672	713
Colorado[2]	326	345	365	133	143	154	64	71	82
Connecticut	—	—	—	338	344	350	111	111	111
Delaware	52	52	52	40	23	65	29	31	64
District of Columbia	20	43	6	30	79	57	21	33	23
Florida	709	957	959	265	339	346	214	379	380
Georgia	460	502	630	327	280	323	109	115	134
Hawaii	—	2	10	52	55	69	15	15	18
Idaho	90	94	100	55	61	67	12	29	35
Illinois[2]	1,658	1,973	1,973	588	1,068	1,010	705	705	705
Indiana	683	1,056	1,056	218	1,618	1,618	53	82	82
Iowa	27	48	67	184	225	276	67	94	118
Kansas	—	—	—	98	109	141	17	33	54
Kentucky	372	386	394	123	181	211	33	40	55
Louisiana	—	—	—	148	157	246	63	148	308
Maine	1	—	—	29	102	87	8	19	12
Maryland	418	241	420	123	143	167	68	91	93
Massachusetts	1,905	2,192	2,253	219	234	239	240	279	289
Michigan	1,370	1,398	1,427	443	444	446	323	326	330
Minnesota	658	698	738	71	95	119	87	113	139
Mississippi	251	590	784	107	178	414	18	53	106
Missouri	654	661	667	150	216	253	81	88	99
Montana	198	230	267	16	19	22	13	15	17
Nebraska	—	—	—	65	65	65	42	44	46
Nevada	39	—	2	23	—	22	19	—	8
New Hampshire	161	182	201	40	45	52	121	137	151
New Jersey	1,251	1,093	1,095	196	210	211	88	98	99
New Mexico	—	—	—	—	—	—	—	—	—
New York	1,286	1,193	1,229	419	421	464	154	175	204
North Carolina	10	80	100	213	390	475	40	125	140
North Dakota	0	0	0	9	13	16	2	4	4
Ohio	—	—	—	381	396	471	200	216	268
Oklahoma	252	260	279	106	113	120	35	57	62
Oregon	189	216	220	48	59	62	27	30	30
Pennsylvania[2]	—	—	—	542	570	1,296	503	552	591
Puerto Rico	17	57	72	90	101	135	4	22	52
Rhode Island	0	0	0	15	0	0	16	16	16
South Carolina	466	585	611	164	196	204	67	89	91
South Dakota	1	1	1	32	35	35	11	11	11
Tennessee	560	780	790	230	250	285	35	70	105
Texas[2]	1,624	1,724	1,824	515	615	735	460	510	610
Utah	0	0	4	5	11	14	8	12	17
Vermont	0	0	0	33	37	37	5	7	7
Virginia	513	579	637	222	238	261	58	58	64
Washington[3]	—	—	—	127	130	133	36	37	38
West Virginia	207	247	345	56	59	101	43	37	74
Wisconsin	930	1,025	1,047	199	206	214	118	152	186
Wyoming	0	0	0	27	60	87	6	10	15
American Samoa	2	3	6	3	6	7	1	2	2
Guam	1	8	8	9	14	14	0	0	0
Trust Territories	7	15	25	12	21	27	3	5	7
Virgin Islands	4	6	8	6	8	10	2	4	6
Bur. of Indian Affairs	6	49	54	4	23	42	3	10	18
Total	18,390	20,944	22,254	8,787	11,791	13,766	5,341	6,377	7,314

TABLE D-3.4 (Continued)
Special Education Teachers Available and Needed by Type of Handicapping Condition of Child Served, School Years 1976-77 to 1978-79

State	Speech Impaired[1]			Deaf / Hard of Hearing			Orthopedically Impaired		
	Teachers Available 1976-77	Teachers Needed 1977-78	Teachers Needed 1978-79	Teachers Available 1976-77	Teachers Needed 1977-78	Teachers Needed 1978-79	Teachers Available 1976-77	Teachers Needed 1977-78	Teachers Needed 1978-79
Alabama	2,475	2,675	3,132	314	723	837	78	428	508
Alaska	111	163	206	279	378	413	30	66	141
Arizona	1,026	1,077	1,133	1,093	1,175	1,236	440	467	491
Arkansas	813	823	883	238	411	430	27	42	81
California	3,210	3,258	3,395	4,933	5,321	5,963	2,304	2,511	2,832
Colorado[3]	860	838	833	1,209	1,259	1,294	367	442	481
Connecticut	1,187	1,443	1,699	1,337	1,593	1,797	906	1,014	1,134
Delaware	213	221	301	320	359	525	171	190	256
District of Columbia	275	397	736	132	458	421	107	212	208
Florida	2,761	3,891	5,385	1,509	1,654	1,657	835	1,260	1,271
Georgia	2,319	2,292	2,402	835	900	1,076	551	591	813
Hawaii	176	187	192	293	302	308	34	37	40
Idaho	203	226	238	373	397	412	46	56	63
Illinois[2]	4,104	4,913	4,913	2,863	3,254	3,254	2,572	6,769	6,769
Indiana	1,987	3,252	3,252	279	982	982	184	2,769	2,769
Iowa	1,224	1,420	1,601	1,036	1,223	1,710	201	438	1,254
Kansas	789	828	856	559	625	867	226	275	492
Kentucky	1,881	1,734	1,774	635	744	901	165	220	298
Louisiana	1,853	1,937	2,093	764	983	1,298	229	399	664
Maine	219	593	426	176	273	35	26	658	150
Maryland	1,349	1,392	1,421	1,711	1,890	1,961	271	372	391
Massachusetts	1,609	1,825	1,898	1,005	1,144	1,190	1,096	1,232	1,316
Michigan	3,362	3,314	3,265	1,258	1,591	2,013	1,355	1,440	1,530
Minnesota	1,679	1,730	1,755	1,905	1,940	1,976	260	295	330
Mississippi	1,295	1,331	1,657	272	370	758	6	226	918
Missouri	1,923	2,064	2,131	1,084	2,184	2,471	491	589	687
Montana	246	285	331	442	513	595	49	57	66
Nebraska	728	748	768	227	247	257	126	136	146
Nevada	139	—	95	254	—	51	23	—	19
New Hampshire	181	202	226	181	202	226	172	193	212
New Jersey	1,436	1,554	1,557	1,231	1,514	1,526	950	1,068	1,072
New Mexico	—	—	—	—	—	—	—	—	—
New York	4,195	4,280	4,555	2,398	2,732	3,333	3,230	3,048	3,140
North Carolina	3,043	2,853	2,863	419	540	645	229	629	720
North Dakota	194	200	208	128	137	157	16	24	36
Ohio	4,070	4,110	4,467	1,636	1,821	2,777	210	260	444
Oklahoma	889	989	1,054	834	990	1,064	27	37	46
Oregon	406	443	463	729	802	845	102	150	149
Pennsylvania[2]	5,162	6,218	5,894	1,397	1,751	4,787	1,090	1,003	5,853
Puerto Rico	506	668	830	31	87	143	20	92	167
Rhode Island	180	220	215	195	247	262	92	117	122
South Carolina	1,928	2,488	2,500	468	640	640	248	327	327
South Dakota	186	202	206	139	199	213	25	33	35
Tennessee	1,465	2,000	2,120	1,640	1,640	1,700	355	465	565
Texas[2]	1,934	2,109	2,434	1,878	1,978	2,153	389	539	839
Utah	148	177	197	10	35	16	49	72	116
Vermont	106	134	173	47	65	65	26	43	43
Virginia	1,686	1,755	1,930	965	1,150	1,265	254	349	384
Washington[3]	979	1,008	1,027	517	533	543	365	376	384
West Virginia	892	875	1,148	272	539	647	57	61	146
Wisconsin	1,771	1,783	1,802	1,245	1,394	1,544	564	710	910
Wyoming	138	145	140	227	231	219	39	48	99
American Samoa	8	8	9	2	8	14	0	0	0
Guam	44	52	52	6	16	14	0	7	7
Trust Territories	9	21	33	4	8	12	9	16	24
Virgin Islands	46	62	56	7	12	24	4	8	32
Bur. of Indian Affairs	60	74	168	47	72	74	10	34	87
Total	71,678	79,485	85,097	43,998	52,236	61,596	21,707	32,900	42,076

TABLE D-3.4 (Continued)
Special Education Teachers Available and Needed by Type of Handicapping Condition of Child Served, School Years 1976-77 to 1978-79

State	Other Health Impaired			Visually Handicapped		
	Teachers Available 1976-77	Teachers Needed 1977-78	Teachers Needed 1978-79	Teachers Available 1976-77	Teachers Needed 1977-78	Teachers Needed 1978-79
Alabama	81	170	197	6	50	64
Alaska	8	21	55	5	9	17
Arizona	1	1	1	100	106	112
Arkansas	50	50	50	43	45	55
California	411	473	568	406	430	451
Colorado[2]	—	—	—	43	45	48
Connecticut	36	66	96	69	93	117
Delaware	1	2	3	12	10	16
District of Columbia	21	33	34	92	33	18
Florida	200	316	321	109	174	175
Georgia	152	158	175	86	96	114
Hawaii	128	—	—	5	5	10
Idaho	28	32	39	44	53	57
Illinois[2]	—	—	—	189	227	275
Indiana	102	435	435	77	269	269
Iowa	65	92	120	48	67	118
Kansas	26	43	55	40	44	58
Kentucky	153	198	232	41	27	33
Louisiana	127	132	217	56	63	113
Maine	—	12	—	—	24	15
Maryland	28	13	26	52	70	80
Massachusetts	128	150	153	160	169	174
Michigan	155	144	133	136	137	[illegible]
Minnesota	136	136	140	42	59	76
Mississippi	—	89	215	22	44	75
Missouri	0	0	4	22	28	44
Montana	1	1	1	1	1	1
Nebraska	8	8	8	32	34	36
Nevada	20	—	23	8	—	6
New Hampshire	131	149	164	20	22	26
New Jersey	343	355	357	113	116	117
New Mexico	—	—	—	—	—	—
New York	1,658	1,522	1,613	356	389	443
North Carolina	41	170	185	63	135	150
North Dakota	0	0	0	2	4	9
Ohio	86	136	169	119	134	196
Oklahoma	0	0	0	30	36	38
Oregon	24	28	34	34	35	35
Pennsylvania[2]	—	—	—	193	314	93
Puerto Rico	21	33	68	7	30	70
Rhode Island	0	0	0	7	7	7
South Carolina	124	152	150	94	111	85
South Dakota	2	2	2	13	17	18
Tennessee	270	290	340	145	165	200
Texas[2]	—	—	—	64	89	129
Utah	54	57	60	1	3	1
Vermont	5	5	5	61	61	61
Virginia	11	4	4	54	65	71
Washington[3]	5	5	5	18	19	19
West Virginia	90	81	105	33	38	62
Wisconsin	34	54	76	80	83	87
Wyoming	4	6	9	3	3	3
American Samoa	1	1	1	1	2	2
Guam	0	0	0	4	4	4
Trust Territories	5	8	[illegible]	4	8	12
Virgin Islands	0	2	4	2	2	8
Bur. of Indian Affairs	—	21	36	1	16	38
Total	4,977	5,855	6,696	3,467	4,317	4,746

NOTES TO TABLE D-3.4

SOURCE: Tables 2A, B, and C of State Annual Program Plans for FY 1978. A dash generally indicates that the data were not available to the States.

1. Includes regular, special and itinerant/consulting teachers.

2. Colorado, Illinois, Pennsylvania and Texas each reported a combined count for teachers of the orthopedically impaired and other health impaired. Mississippi similarly reported a combined count only for available teachers. The counts are shown in the orthopedically impaired column; dashes are placed in the other health impaired column. In Illinois, the count of teachers needed for 1977-78 for the hard of hearing includes audiologists.

3. Washington reported a combined count of teachers for the speech impaired and teachers for the learning disabled. The count is shown in the teachers for the learning disabled column; a dash is placed in the speech impaired column.

4. Eleven States reported only combined counts of teachers for the speech impaired and speech pathologists. In Florida, Georgia, Illinois, Indiana, Kansas, Missouri and Tennessee, the counts were reported under teachers of the speech impaired and are displayed in this table. In Connecticut, Louisiana, Ohio, and Pennsylvania, the counts were reported under speech pathologists and are displayed in Table D-3.5.

TABLE D-3.5
School Staff Other Than Special Education Teachers Available and Needed, School Years 1976-77 to 1978-79

	Teacher Aides			Psychologists/Diagnostic Staff			Other Non-Instructional Staff		
State	Available 1976-77	Needed 1977-78	Needed 1978-79	Available 1976-77	Needed 1977-78	Needed 1978-79	Available 1976-77	Needed 1977-78	Needed 1978-79
Alabama	180	600	700	63	250	292	0	0	0
Alaska	205	329	497	28	64	145	21	28	30
Arizona	903	971	1,022	324	348	367	70	75	79
Arkansas	416	420	750	126	160	185	421	500	545
California	8,230	9,092	10,901	1,547	1,766	1,981	3,367	3,595	3,876
Colorado	776	823	833	261	295	309	680	685	719
Connecticut[1]	1,272	1,553	1,821	381	381	381	573	585	591
Delaware	111	140	280	50	55	75	21	22	22
District of Columbia	215	250	287	153	168	178	257	92	92
Florida[2]	2,011	2,728	2,895	71	101	106	148	156	162
Georgia[2]	656	656	656	440	475	475	731	731	731
Hawaii	69	112	121	71	71	71	8	29	29
Idaho	376	387	304	15.	169	185	43	47	51
Illinois[3]	9,532	11,214	11,214	2,965	3,263	4,894	337	397	397
Indiana	1,215	2,466	2,466	305	1,443	1,443	81	773	773
Iowa	865	1,082	1,550	306	325	345	90	128	150
Kansas	832	1,094	1,522	214	242	316	32	39	72
Kentucky	395	1,000	2,624	957	960	964	186	200	215
Louisiana	2,604	3,100	4,200	379	319	674	230	300	400
Maine[4]	1,067	1,376	1,376	454	549	650	0	85	100
Maryland	1,443	1,455	1,834	155	180	219	586	595	612
Massachusetts[5]	3,294	3,669	3,758	617	665	681	1,179	1,223	1,237
Michigan	4,540	5,014	5,465	648	692	740	261	308	366
Minnesota	1,582	1,677	1,725	202	230	250	76	80	85
Mississippi[6]	300	392	670	122	224	368	427	691	1,182
Missouri	1,764	2,165	2,325	133	135	138	337	338	372
Montana	135	157	182	66	77	89	0	0	0
Nebraska	375	390	411	142	162	170	97	107	117
Nevada	170	190	196	40	68	88	6	6	11
New Hampshire	1,183	1,329	1,477	235	264	294	569	639	711
New Jersey	342	366	369	1,619	1,722	1,571	2,144	2,170	2,175
New Mexico	—	—	—	—	—	—	—	—	—
New York	5,251	5,339	5,807	105	83	90	0	1,043	1,127
North Carolina	1,505	2,000	2,300	290	430	475	540	600	620
North Dakota	100	125	150	11	15	20	0	0	0
Ohio	184	284	350	809	819	907	200	202	202
Oklahoma	56	72	92	155	155	172	255	255	270
Oregon	458	738	769	86	244	269	82	82	82
Pennsylvania[7]	4,187	5,042	13,041	184	187	503	442	526	1,119
Puerto Rico	55	81	101	37	39	49	30	33	36
Rhode Island	—	—	—	60	100	100	0	—	—
South Carolina	970	1,135	1,183	434	521	528	791	861	863
South Dakota	207	217	218	24	32	36	183	190	190
Tennessee	1,450	2,185	2,250	125	230	255	200	500	500
Texas[7]	1,100	1,600	2,350	650	950	1,400	925	1,450	1,900
Utah	267	419	491	89	139	162	69	86	89
Vermont	297	387	599	14	46	46	3	11	14
Virginia[8]	1,412	1,564	1,720	399	480	529	66	69	75
Washington	586	586	586	263	263	263	361	361	361
West Virginia	287	260	339	49	86	120	42	0	28
Wisconsin[9]	1,085	1,268	1,459	609	659	684	144	138	141
Wyoming	226	267	297	73	137	276	118	137	154
American Samoa	1	2	4	1	3	4	6	8	9
Guam	14	92	92	3	6	6	2	2	2
Trust Territories	6	12	18	3	3	6	9	9	18
Virgin Islands	13	60	153	9	18	28	16	36	36
Bur. of Indian Affairs	101	114	274	19	45	88	17	34	19
Total	66,876	80,046	99,075	17,730	21,713	25,659	17,478	21,257	23,756

TABLE D-3.5 (Continued)
School Staff Other Than Special Education Teachers Available and Needed, School Years 1976-77 to 1978-79

State	Speech Pathologists/Audiologists[10]			Supervisors			Home-Hospital Teachers		
	Available 1976-77	Needed 1977-78	Needed 1978-79	Available 1976-77	Needed 1977-78	Needed 1978-79	Available 1976-77	Needed 1977-78	Needed 1978-79
Alabama	0	8	9	74	300	300	18	40	48
Alaska	45	68	92	19	29	39	5	18	52
Arizona	375	403	[illegible]	259	278	293	107	115	121
Arkansas	156	177	177	177	185	200	50	25	30
California	2,089	2,172	2,476	607	649	736	1,093	1,056	1,114
Colorado	42	44	48	185	186	191	89	86	85
Connecticut[11]	448	448	448	257	263	266	26	26	26
Delaware	2	5	25	10	15	29	3	5	58
District of Columbia	87	127	129	58	46	46	32	50	36
Florida[2]	0	0	0	337	356	373	—	—	—
Georgia[2]	—	—	—	144	123	142	—	—	—
Hawaii	43	89	123	2	2	2	3	3	3
Idaho	20	51	24	51	59	63	6	8	10
Illinois[3]	20	—	60	388	457	457	2,075	2,619	2,619
Indiana	2	75	75	93	464	464	1,158	1,500	1,500
Iowa	477	551	631	175	197	220	63	85	105
Kansas	293	312	400	99	81	90	26	43	55
Kentucky	69	150	250	165	215	275	64	75	100
Louisiana	621	1,100	1,712	228	256	322	75	125	150
Maine[4]	107	308	260	898	982	1,000	0	77	100
Maryland	502	540	562	226	223	221	254	270	279
Massachusetts[5]	903	1,071	1,108	570	585	590	314	335	346
Michigan	0	0	0	430	453	478	115	125	136
Minnesota	—	—	—	361	381	400	—	—	140
Mississippi[6]	20	38	50	40	144	246	20	—	—
Missouri	62	99	105	56	56	56	5	5	5
Montana	9	10	12	43	50	58	14	16	19
Nebraska	282	282	282	90	96	106	21	21	21
Nevada	24	49	64	3	7	10	15	20	23
New Hampshire	156	173	193	46	52	58	16	18	20
New Jersey	731	775	781	300	315	321	46	49	50
New Mexico	—	—	—	—	—	—	—	—	—
New York	0	0	0	713	847	912	282	211	228
North Carolina	457	540	567	390	400	400	56	70	80
North Dakota	145	155	165	15	20	22	37	38	40
Ohio	937	1,039	1,224	263	263	446	0	0	0
Oklahoma	51	51	67	39	39	39	636	636	636
Oregon	119	155	232	70	92	113	153	153	165
Pennsylvania[7]	1,214	992	1,768	449	554	1,023	—	—	—
Puerto Rico	5	11	11	[illegible]	31	31	0	0	0
Rhode Island	106	116	116	40	22	22	—	—	—
South Carolina	48	63	69	247	285	285	170	230	230
South Dakota	118	124	129	15	39	42	8	8	8
Tennessee	50	100	100	160	225	225	210	300	300
Texas[7]	40	90	165	640	890	1,140	—	—	—
Utah	67	88	104	56	57	66	56	60	66
Vermont	89	109	129	1	11	64	225	249	289
Virginia[8]	19	35	39	263	283	311	543	645	710
Washington	329	329	329	143	143	143	0	0	0
West Virginia	7	9	14	37	79	55	109	0	0
Wisconsin[9]	10	15	15	152	171	190	32	28	28
Wyoming	86	102	112	31	41	55	6	7	12
American Samoa	0	1	1	5	3	1	0	0	1
Guam	6	8	8	3	3	3	2	4	4
Trust Territories	1	4	5	3	3	6	2	3	4
Virgin Islands	1	2	4	3	6	8	0	2	6
Bur. of Indian Affairs	11	24	45	7	15	22	3	5	19
Total	11,501	13,256	15,937	10,161	12,026	13,676	8,241	9,463	10,076

TABLE D-3.5 (Continued)
School Staff Other Than Special Education Teachers Available and Needed, School Years 1976-77 to 1978-79

State	Work-Study Coordinators/ Vocational Educators Available 1976-77	Work-Study Coordinators/ Vocational Educators Needed 1977-78	Work-Study Coordinators/ Vocational Educators Needed 1978-79	School Social Workers Available 1976-77	School Social Workers Needed 1977-78	School Social Workers Needed 1978-79	Physical Educators Available 1976-77	Physical Educators Needed 1977-78	Physical Educators Needed 1978-79
Alabama	30	400	400	0	100	116	0	200	220
Alaska	7	42	142	0	23	93	0	19	75
Arizona	39	41	43	35	38	40	14	15	16
Arkansas	152	153	275	2	0	0	25	25	75
California	477	435	512	88	77	114	880	952	1,056
Colorado	158	164	171	245	260	285	38	38	39
Connecticut[1]	67	67	67	—	—	—	6	10	10
Delaware	99	105	136	36	30	25	34	50	88
District of Columbia	42	66	82	66	50	50	21	150	200
Florida[2]	240	246	257	10	11	12	64	67	70
Georgia[2]	22	22	22	224	224	224	17	17	17
Hawaii	7	7	7	31	31	31	—	—	—
Idaho	31	49	63	17	19	21	10	16	23
Illinois[3]	238	444	444	756	852	2,268	200	336	336
Indiana	202	356	356	28	921	921	—	360	360
Iowa	61	104	142	121	163	200	18	24	27
Kansas	23	23	25	38	52	83	3	3	3
Kentucky	75	149	221	51	70	100	1,409	1,409	1,409
Louisiana	92	152	280	69	100	125	60	75	125
Maine[4]	776	871	940	28	—	30	511	526	550
Maryland	120	152	174	36	45	61	66	74	72
Massachusetts[5]	142	196	321	446	492	507	138	250	400
Michigan	0	0	0	924	914	904	0	0	0
Minnesota	140	190	240	260	290	300	65	75	85
Mississippi[6]	215	460	492	161	547	936	—	167	286
Missouri	139	152	152	2	5	5	58	78	82
Montana	1	1	1	6	7	8	2	2	2
Nebraska	23	33	43	—	—	—	—	5	10
Nevada	8	18	26	6	11	16	1	10	15
New Hampshire	173	195	217	396	192	213	84	94	105
New Jersey	125	223	229	724	960	872	150	19	20
New Mexico	—	—	—	—	—	—	—	—	—
New York	874	675	729	38	36	38	619	585	632
North Carolina	352	450	550	128	150	155	126	175	200
North Dakota	15	20	22	5	6	10	1	1	4
Ohio	148	148	156	0	0	0	4	4	4
Oklahoma	82	91	95	36	36	48	9	9	9
Oregon	85	116	143	9	31	37	46	82	82
Pennsylvania[7]	35	35	300	—	—	—	—	—	—
Puerto Rico	54	57	70	19	21	21	9	11	15
Rhode Island	0	—	—	21	69	69	—	—	—
South Carolina	167	167	172	133	185	192	18	33	48
South Dakota	15	43	47	4	8	8	6	25	25
Tennessee	205	290	355	50	215	215	15	15	20
Texas[7]	170	520	1,020	—	—	—	55	555	1,305
Utah	125	133	139	54	91	107	35	39	42
Vermont	41	61	166	0	0	0	4	24	25
Virginia[8]	193	155	170	352	382	421	38	32	36
Washington	0	0	0	0	0	0	0	0	0
West Virginia	92	95	141	8	17	38	21	24	28
Wisconsin[9]	235	235	235	190	191	191	106	106	106
Wyoming	36	44	65	15	25	45	16	28	20
American Samoa	3	3	4	0	1	1	0	0	1
Guam	1	3	3	2	4	4	1	3	3
Trust Territories	0	3	3	0	0	0	0	3	3
Virgin Islands	2	8	12	0	6	8	0	4	6
Bur. of Indian Affairs	2	33	35	11	18	52	11	28	41
Total	6,854	8,900	11,111	5,880	7,975	10,218	5,014	6,852	8,430

TABLE D-3.5 (Continued)
School Staff Other Than Special Education Teachers Available and Needed, School Years 1976-77 to 1978-79

	Occupational/Recreational Therapists		
State	Available 1976-77	Needed 1977-78	Needed 1978-79
Alabama	2	60	30
Alaska	0	16	64
Arizona	32	34	35
Arkansas	44	45	50
California	81	87	124
Colorado	37	42	44
Connecticut[1]	24	24	24
Delaware	18	19	30
District of Columbia	25	39	41
Florida[2]	97	184	158
Georgia[2]	41	55	55
Hawaii	7	14	14
Idaho	18	20	25
Illinois[3]	34	16	70
Indiana	59	245	245
Iowa	27	44	60
Kansas	6	6	13
Kentucky	46	61	71
Louisiana	74	115	155
Maine[4]	0	24	75
Maryland	21	41	52
Massachusetts[5]	91	208	314
Michigan	177	203	232
Minnesota	27	37	47
Mississippi[6]	6	176	327
Missouri	96	98	100
Montana	1	1	1
Nebraska	—	5	10
Nevada	1	15	25
New Hampshire	127	144	161
New Jersey	29	103	106
New Mexico	—	—	—
New York	0	2	2
North Carolina	66	100	135
North Dakota	1	1	11
Ohio	31	33	47
Oklahoma	17	18	21
Oregon	18	24	52
Pennsylvania[7]	—	—	—
Puerto Rico	6	10	10
Rhode Island	8	—	—
South Carolina	72	85	91
South Dakota	9	11	14
Tennessee	30	80	100
Texas[7]	200	500	975
Utah	2	8	12
Vermont	5	9	14
Virginia[8]	59	76	83
Washington	0	0	0
West Virginia	1	15	29
Wisconsin[9]	115	148	169
Wyoming	13	20	36
American Samoa	1	2	2
Guam	0	0	0
Trust Territories	3	6	9
Virgin Islands	0	4	8
Bur. of Indian Affairs	—	17	42
Total	1,903	3,349	4,618

NOTES TO TABLE D-3.5

SOURCE: Tables 2A, B, and C of State Annual Program Plans for FY 1978. A dash generally indicates that the data were not available to the States.

1. Connecticut reported a combined count for supervisors, psychologists, school social workers, and occupational therapists. The count is shown in the supervisors column. The psychologists/diagnostic staff column reflects only diagnostic staff; the occupational therapists/recreational therapists column reflects only recreational therapists; a dash is placed in the school social workers column.

2. Florida and Georgia reported a combined count of home-hospital teachers and teachers for the health impaired. The count is shown in Table D-3.4; a dash is placed in the home-hospital teachers column. Georgia reported a combined count of audiologists and teachers for the hard of hearing. The count is shown in Table D-3.4; a dash is placed in the audiologists column.

3. Illinois reported a combined count of audiologists needed for 1977-78 and teachers for the hard of hearing. The count is shown in Table D-3.4; a dash is placed in the audiologists column.

4. Maine reported a combined count for psychologists, school social workers, and occupational therapists needed for 1977-78. The occupational therapists/recreational therapists column reflects only recreational therapists needed for 1977-78; a dash is placed in the school social workers column needed for 1977-78.

5. Massachusetts reported a combined count of physical educators available for 1976-77 and recreational therapists. The occupational therapists/recreational therapists column reflects only occupational therapists available for 1976-77.

6. Mississippi reported home-hospital teachers needed for 1977-78 and 1978-79 under other personnel categories.

7. Pennsylvania and Texas reported home-hospital teachers with special education teachers. The count is shown in Table D-3.4; a dash is placed in the home-hospital teachers column.

8. Virginia reported a combined count of audiologists and teachers for speech impaired children. The count is shown in Table D-3.4; the speech pathologists/ audiologists column reflects only speech pathologists.

9. Wisconsin reported work-study coordinators with special education teachers. The count is shown in Table D-3.4; the work-study coordinators/vocational educators column reflects only vocational educators.

10. Eleven States reported only combined counts of speech pathologists and teachers for the speech impaired. In Florida, Georgia, Illinois, Indiana, Kansas, Missouri, and Tennessee, the counts were reported under teachers for the speech impaired and are displayed in Table D-3.4. In Connecticut, Louisiana, Ohio and Pennsylvania, the counts were reported under speech pathologists and are displayed in this table.

TABLE D-3.9
Training and Dissemination Activities Related to Individualized Education Programs That Were Projected by States for School Year 1977-78

State	Parents of Handicapped Children/ Surrogates	Regular Class Teachers	Special Class Teachers	Teacher Aides	Administrators	Resource Room Teachers
Alabama	50	500	3,000	250	100	200
Alaska	—	39	10	—	—	56
Arizona	—	—	—	—	—	—
Arkansas	25	—	502	—	—	741
California	114,292	69,543	12,310	7,389	6,011	—
Colorado	0	120	500	0	275	200
Connecticut	150	125	125	50	50	150
Delaware	112	200	329	—	170	255
District of Columbia	—	—	—	287	350	—
Florida	1,295	2,696	3,376	260	847	1,871
Georgia	325	300	700	25	200	100
Hawaii	—	—	374	—	74	197
Idaho[1]	0	100	600	0	350	—
Illinois	0	2,000	2,000	0	100	0
Indiana	575	250	500	0	100	150
Iowa	300	75	225	0	120	170
Kansas	—	—	125	—	—	100
Kentucky	—	362	110	—	—	—
Louisiana	24,714	7,644	1,542	1,744	794	638
Maine[2]	—	700	—	100	—	205
Maryland	1,198	2,779	1,269	265	292	946
Massachusetts	24	45	52	8	15	27
Michigan	120	200	200	20	200	20
Minnesota	100	5,000	0	0	0	0
Mississippi	—	216	80	—	108	216
Missouri	—	—	—	—	—	—
Montana	—	150	600	—	300	—
Nebraska[3]	150	300	100	75	275	75
Nevada	—	—	—	—	—	—
New Hampshire	6,151	2,312	418	1,329	5	433
New Jersey	500	—	3,637	342	—	1,140
New Mexico	—	—	—	—	—	—
New York	1,050	4,900	5,800	0	1,000	500
North Carolina	250	500	2,000	65	300	150
North Dakota	200	500	60	—	25	20
Ohio	389	160	6,652	184	617	—
Oklahoma	40,010	10,000	235	56	1,000	1,700
Oregon	0	175	20	0	0	20
Pennsylvania	200,200	1,500	8,887	—	378	—
Puerto Rico	0	142	445	0	293	154
Rhode Island	150	158	173	—	—	65
South Carolina	67,010	27,346	2,552	600	250	1,006
South Dakota	110	150	100	20	100	75
Tennessee	1,025	2,682	2,682	2,862	148	2,682
Texas	10,000	15,000	7,500	—	—	—
Utah	—	5,000	6,000	—	400	—
Vermont	5,015	1,500	173	599	200	63
Virginia	8,414	8,865	2,820	726	—	1,437
Washington[4]	20,100	14,943	729	274	45	—
West Virginia	60	0	169	0	63	240
Wisconsin	2,760	6,400	5,400	1,250	850	50
Wyoming	51	—	100	28	100	—
American Samoa	250	200	16	2	—	5
Guam	12	40	20	—	40	—
Trust Territories	200	120	22	6	7	23
Virgin Islands	0	0	46	40	80	30
Bur. of Indian Affairs	997	1,055	24	752	34	53
Total	508,334	196,992	85,309	19,608	16,666	[illegible]6,168

TABLE D-3.9 (Continued)
Training and Dissemination Activities Related to Individualized Education Programs That Were Projected by States for School Year 1977-78

State	Supervisors	Speech Pathologists/ Audiologists	Other Non-Instructional Staff	Psychologists/ Diagnostic Staff	Physical Educators	Vocational Educators/ Work-Study Coordinators
Alabama	127	100	0	100	300	50
Alaska	—	—	—	—	—	—
Arizona	—	—	—	—	—	—
Arkansas	—	65	—	55	—	20
California	497	2,269	2,377	1,884	1,058	405
Colorado	50	55	0	0	0	55
Connecticut	30	30	125	100	—	150
Delaware	30	70	—	53	50	33
District of Columbia	46	—	—	—	—	—
Florida	306	482	172	169	176	233
Georgia	15	375	—	85	50	110
Hawaii	10	33	50	55	—	—
Idaho[1]	50	0	0	0	0	0
Illinois	100	0	0	0	0	0
Indiana	100	400	0	125	100	135
Iowa	5	460	70	50	30	65
Kansas	20	—	—	—	—	—
Kentucky	9	181	—	7	15	—
Louisiana	174	442	202	82	128	170
Maine[2]	—	100	—	—	—	—
Maryland	68	316	69	87	74	127
Massachusetts	23	37	—	55	16	35
Michigan	100	50	20	620	100	220
Minnesota	225	0	0	50	100	100
Mississippi	—	—	—	—	—	30
Missouri	—	—	—	—	—	—
Montana	15	—	—	75	50	100
Nebraska[3]	50	50	—	25	500	15
Nevada	—	—	—	—	—	—
New Hampshire	46	170	159	127	94	184
New Jersey	200	731	—	752	150	125
New Mexico	—	—	—	—	—	—
New York	0	100	0	50	500	500
North Carolina	147	45	0	100	100	60
North Dakota	10	30	—	14	30	20
Ohio	263	—	—	809	0	0
Oklahoma	28	230	0	120	1,000	166
Oregon	0	119	0	32	2	0
Pennsylvania	449	1,214	—	184	—	195
Puerto Rico	41	4	0	26	0	59
Rhode Island	—	—	—	51	—	—
South Carolina	100	—	100	448	500	58
South Dakota	5	76	0	5	50	10
Tennessee	300	310	2,862	85	20	20
Texas	5,750	1,050	230	800	100	500
Utah	150	—	—	80	50	—
Vermont	11	113	156	16	25	136
Virginia	2,066	464	205	272	573	554
Washington[4]	11	—	1,000	736	75	0
West Virginia	0	70	50	0	0	0
Wisconsin	150	60	350	640	100	125
Wyoming	50	16	75	3	4	2
American Samoa	3	1	1	3	—	3
Guam	—	—	—	—	—	—
Trust Territories	—	—	7	21	—	—
Virgin Islands	4	8	0	16	4	8
Bur. of Indian Affairs	23	2	1,181	6	35	3
Total	11,857	10,328	9,461	9,073	6,159	4,784

TABLE D-3.9 (Continued)
Training and Dissemination Activities Related to Individualized Education Programs That Were Projected by States for School Year 1977-78

State	Itinerant Consulting Teachers	Volunteers	Home - Hospital Teachers	School Social Workers	Occupational/ Recreational Therapists	Hearing Officers
Alabama	0	0	10	0	0	20
Alaska	62	—	—	—	—	—
Arizona	—	—	—	—	—	—
Arkansas	98	—	25	—	—	4
California	—	2,249	—	—	27	89
Colorado	80	0	45	0	0	0
Connecticut	20	—	15	20	35	—
Delaware	70	—	60	—	10	20
District of Columbi	—	—	—	—	—	—
Florida	277	0	118	100	101	11
Georgia	100	25	50	25	40	10
Hawaii	3	—	2	30	—	—
Idaho[1]	0	0	0	0	0	0
Illinois	0	0	0	0	0	0
Indiana	75	0	25	0	20	0
Iowa	70	0	20	40	20	10
Kansas	—	—	—	—	—	—
Kentucky	—	—	—	—	—	—
Louisiana	105	140	70	50	10	16
Maine[2]	—	—	—	—	—	10
Maryland	90	75	43	15	16	12
Massachusetts	12	4	11	27	29	26
Michigan	20	50	20	20	70	20
Minnesota	225	0	0	0	0	0
Mississippi	—	—	—	—	—	—
Missouri	—	—	—	—	—	—
Montana	—	—	—	—	—	—
Nebraska[3]	—	50	0	—	—	—
Nevada	—	—	—	—	—	—
New Hampshire	175	297	18	96	144	5
New Jersey	867	—	46	724	29	30
New Mexico	—	—	—	—	—	—
New York	0	0	0	0	0	0
North Carolina	100	0	25	50	24	0
North Dakota	100	—	—	10	—	4
Ohio	—	0	—	—	0	32
Oklahoma	275	0	600	0	14	3
Oregon	5	0	0	0	12	30
Pennsylvania	—	—	—	—	—	70
Puerto Rico	11	0	0	0	0	0
Rhode Island	21	—	—	3	—	—
South Carolina	20	—	250	12	90	10
South Dakota	10	0	0	1	5	2
Tennessee	20	100	25	65	—	9
Texas	40	—	—	—	400	—
Utah	—	—	—	—	10	—
Vermont	65	0	289	0	4	5
Virginia	261	353	151	195	46	0
Washington[4]	—	—	250	—	25	300
West Virginia	149	0	30	0	5	24
Wisconsin	0	0	0	85	0	300
Wyoming	28	—	—	—	7	—
American Samoa	3	—	—	1	2	—
Guam	—	—	—	—	—	12
Trust Territories	30	—	3	—	14	7
Virgin Islands	8	0	2	6	4	4
Bur. of Indian Affairs	4	0	1	6	2	1
Total	3,499	3,343	2,204	1,581	1,215	1,096

NOTES TO TABLE D-3.9

SOURCE: Table 5, State Annual Program Plans for FY 1978. A dash generally indicates that the data were not available to the States.

1. Idaho reported a combined count for special class and resource room teachers. The count is shown in the special class teachers column; a dash is placed in the resource room teachers column.

2. Maine reported a combined count for special class teachers, resource room teachers, and itinerant/consulting teachers. The count is shown in the resource room teachers column; dashes are placed in the other two columns.

3. Nebraska reported a combined count for resource room teachers and itinerant/consulting teachers. The count is shown in the resource room teachers column; a dash is placed in the itinerant/consulting teachers column.

4. Washington reported a combined count for parents of handicapped children and volunteers. The count is shown in the parents of handicapped children column; a dash is placed in the volunteers column.

TABLE D-4.3
State Status in Administering P.L. 94-142 Following 1977-78 Program Administrative Reviews

Activities	Administration in 26 States	
	Number of States in Compliance at the Time of PAR Visit	Number of States Initiating Corrective Action
Annual Program Plan development	25	1
Full educational opportunities goal	15	11
Priorities	14	12
Child identification	11	14
Individualized Education Program	0	26
Procedural safeguards	1	25
Confidentiality	1	25
Least restrictive environment	5	21
Protection in evaluation procedures	4	22
System of personnel development	20	5
SEA responsibility for all programs	7	19
Program monitoring	1	15
Reporting	21	4
SEA administration of funds	19	6
LEA administration of funds	22	3
Use of funds to supplement (not supplant)	20	3

TABLE D-5.1
Training and Dissemination Activities That Were Projected by States for School Year 1977-78

State	Parents of Handicapped Children/Surrogates: Individual Education Programs	Parents of Handicapped Children/Surrogates: Procedural Safeguards	Parents of Handicapped Children/Surrogates: Least Restrictive Environment	Regular Class Teachers: Individual Education Programs	Regular Class Teachers: Least Restrictive Environment	Regular Class Teachers: Instructional Procedures	Special Class Teachers/Teacher Aides: Individual Education Programs	Special Class Teachers/Teacher Aides: Instructional Procedures	Special Class Teachers/Teacher Aides: Least Restrictive Environment
Alabama	50	50	50	500	1,000	1,000	3,250	1,250	500
Alaska	—	—	—	39	—	10	10	10	—
Arizona	—	—	—	—	—	—	—	—	—
Arkansas	25	25	25	—	6,101	3,513	502	612	502
California	114,292	74,053	106,240	69,543	72,654	62,605	19,699	18,237	12,850
Colorado	0	150	150	120	0	60	500	395	500
Connecticut	150	150	150	125	150	145	175	195	150
Delaware	112	50	50	200	100	216	329	228	40
District of Columbia	—	25	—	—	—	1,000	287	1,935	—
Florida	1,295	1,265	1,070	2,696	2,853	4,399	3,636	3,857	1,082
Georgia	325	325	325	300	300	500	725	550	325
Hawaii	—	20	—	—	235	—	374	45	374
Idaho[1]	0	200	200	100	600	50	600	350	0
Illinois	0	0	0	2,000	0	0	2,000	350	0
Indiana	575	2,[illegible]75	575	250	500	200	500	250	500
Iowa	300	300	300	75	100	0	225	252	200
Kansas	—	—	—	—	—	75	125	200	—
Kentucky	—	—	—	362	—	362	110	150	—
Louisiana	24,714	24,734	24,714	7,644	8,544	7,994	3,286	4,156	3,186
Maine[2]	—	—	—	700	700	350	100	100	—
Maryland	1,198	2,198	2,198	2,779	5,259	1,643	1,534	1,758	1,041
Massachusetts	24	7	27	45	47	12	60	16	61
Michigan	120	120	120	200	200	200	220	220	220
Minnesota	100	100	100	5,000	5,000	5,000	0	0	0
Mississippi	—	—	—	216	216	216	80	8[illegible]	—
Missouri	—	—	—	—	—	—	—	—	—
Montana	—	—	—	150	150	100	600	200	600
Nebraska[3]	150	150	150	300	300	500	175	100	175
Nevada	—	—	—	—	—	—	—	150	—
New Hampshire	6,151	6,151	6,151	2,312	2,312	2,312	1,747	1,747	1,747
New Jersey	500	500	500	—	500	300	3,979	300	1,550
New Mexico	—	—	—	—	—	—	—	—	—
New York	1,050	500	37	4,900	1,000	0	5,800	2,500	500
North Carolina	250	300	150	500	50	2,000	2,065	20	0
North Dakota	200	200	200	500	50	300	60	20	60
Ohio	389	389	389	160	160	0	6,836	6,836	6,652
Oklahoma	40,010	40,010	40,010	10,000	10,000	10,000	291	290	235
Oregon	0	0	0	175	110	0	20	0	30
Pennsylvania	200,200	201,000	200	1,500	1,500	—	8,887	7,000	7,000
Puerto Rico	0	0	0	142	142	186	445	642	0
Rhode Island	150	150	150	158	701	701	173	124	124
South Carolina	67,010	67,010	67,010	27,346	27,346	—	3,152	2,552	[illegible]152
South Dakota	110	110	110	150	150	75	120	60	120
Tennessee	1,025	1,025	1,025	2,682	1,374	1,404	5,544	1,746	1,689
Texas	10,000	—	—	15,000	—	—	7,500	7,500	—
Utah	—	—	—	5,000	5,000	5,000	6,000	3,800	6,000
Vermont	5,015	5,015	5,015	1,500	1,500	—	772	772	772
Virginia	8,414	5,118	3,841	8,865	6,786	8,461	3,546	2,822	2,470
Washington[4]	20,100	20,100	20,100	14,943	14,943	5,000	1,003	2,963	729
West Virginia	60	60	60	0	100	0	169	169	0
Wisconsin	2,760	2,760	2,865	6,400	6,400	6,400	6,650	5,000	3,750
Wyoming	51	51	51	—	—	—	128	128	—
American Samoa	250	250	250	200	200	200	18	18	18
Guam	12	12	12	40	—	40	20	60	20
Trust Territories	200	200	200	120	120	120	28	28	28
Virgin Islands	0	0	0	0	0	0	86	86	86
Bur. of Indian Affairs	997	1,297	997	1,055	1,055	1,045	776	687	767
Total	508,334	458,205	285,767	196,992	186,508	133,694	104,917	83,516	59,805

TABLE D-5.1 (Continued)
Training and Dissemination Activities That Were Projected by States for School Year 1977-78

	Supervisors			Psychologists/Diagnostic Staff		
State	Procedural Safeguards	Individual Education Programs	Least Restrictive Environment	Diagnostic Procedures	Individual Education Programs	Nondiscrim-inatory Testing
Alabama	127	127	127	100	100	0
Alaska	—	—	—	14	—	—
Arizona	—	—	—	—	—	—
Arkansas	78	—	78	—	55	55
California	544	497	476	1,756	1,884	—
Colorado	50	50	50	45	0	45
Connecticut	30	30	—	100	100	—
Delaware	62	30	70	38	53	53
District of Columbia	46	46	46	50	—	248
Florida	251	306	244	301	169	251
Georgia	15	15	15	85	85	85
Hawaii	70	10	10	55	55	55
Idaho[1]	50	50	50	60	0	70
Illinois	0	100	0	100	0	150
Indiana	100	100	100	125	125	125
Iowa	100	5	120	145	50	175
Kansas	—	20	—	60	—	30
Kentucky	15	9	—	362	7	362
Louisiana	174	174	176	86	82	82
Maine[2]	—	—	—	—	—	—
Maryland	49	68	90	90	87	77
Massachusetts	4	23	27	12	55	23
Michigan	100	100	100	620	620	620
Minnesota	0	225	0	50	50	50
Mississippi	—	—	—	39	—	39
Missouri	—	—	—	—	—	—
Montana	15	15	15	75	75	75
Nebraska[3]	50	50	50	100	25	25
Nevada	—	—	—	—	—	—
New Hampshire	46	46	46	127	127	127
New Jersey	200	200	200	752	752	752
New Mexico	—	—	—	—	—	—
New York	0	0	0	0	50	375
North Carolina	147	147	0	150	100	100
North Dakota	10	10	10	14	14	—
Ohio	263	263	263	809	809	809
Oklahoma	28	28	28	100	120	120
Oregon	80	0	10	30	32	35
Pennsylvania	449	449	449	184	184	184
Puerto Rico	23	41	23	39	26	0
Rhode Island	23	—	—	51	51	51
South Carolina	100	100	100	448	448	448
South Dakota	500	5	5	5	5	0
Tennessee	300	300	300	85	85	85
Texas	5,750	5,750	5,750	800	800	800
Utah	150	150	150	50	80	80
Vermont	11	11	11	—	16	16
Virginia	2,014	2,066	1,566	221	272	211
Washington[4]	11	11	11	336	736	736
West Virginia	0	0	0	50	0	50
Wisconsin	150	150	150	640	640	640
Wyoming	50	50	50	—	3	—
American Samoa	3	3	3	3	3	3
Guam	—	—	—	—	—	—
Trust Territories	—	—	—	21	21	21
Virgin Islands	4	4	4	16	16	16
Bur. of Indian Affairs	23	23	23	14	6	8
Total	12,265	11,857	10,996	9,413	9,073	8,362

TABLE D-5.1 (Continued)
Training and Dissemination Activities That Were Projected by States for School Year 1977-78

State	Administrators			Resource Room Teachers		
	Individual Education Programs	Procedural Safeguards	Least Restrictive Environment	Individual Education Programs	Instructional Procedures	Least Restrictive Environment
Alabama	100	100	100	200	200	200
Alaska	—	—	—	56	30	—
Arizona	—	—	—	—	—	—
Arkansas	—	—	310	741	612	741
California	6,011	6,768	6,508	—	—	—
Colorado	275	275	275	200	150	200
Connecticut	50	50	—	150	150	150
Delaware	170	150	150	255	276	80
District of Columbia	350	350	350	—	—	—
Florida	847	815	826	1,871	2,154	1,064
Georgia	200	200	200	100	100	100
Hawaii	74	230	160	197	40	197
Idaho[1]	350	350	350	—	—	—
Illinois	100	100	100	0	0	0
Indiana	100	100	100	150	25	150
Iowa	120	200	200	170	165	250
Kansas	—	—	50	100	25	—
Kentucky	—	60	—	—	150	—
Louisiana	794	794	794	638	150	642
Maine[2]	—	—	—	205	205	205
Maryland	292	319	437	946	1,017	807
Massachusetts	15	3	16	27	7	28
Michigan	200	200	200	20	20	20
Minnesota	0	0	0	0	0	0
Mississippi	108	—	108	216	216	216
Missouri	—	—	—	—	—	—
Montana	300	300	300	—	—	—
Nebraska[3]	275	275	275	75	75	75
Nevada	—	—	—	—	250	—
New Hampshire	5	—4	5	433	433	433
New Jersey	—	—	—	1,140	721	1,140
New Mexico	—	—	—	—	—	—
New York	1,000	300	300	500	750	0
North Carolina	300	0	300	150	150	50
North Dakota	25	25	25	20	10	20
Ohio	617	617	617	—	—	—
Oklahoma	1,000	1,000	1,000	1,700	1,500	1,700
Oregon	0	75	20	20	0	30
Pennsylvania	378	378	378	—	—	—
Puerto Rico	293	225	225	154	142	142
Rhode Island	—	76	76	65	39	39
South Carolina	250	250	250	1,006	1,006	1,006
South Dakota	100	100	0	75	10	50
Tennessee	148	148	148	2,682	1,404	1,374
Texas	—	—	—	—	—	—
Utah	400	400	400	—	—	—
Vermont	200	—	200	63	63	63
Virginia	—	—	—	1,437	892	862
Washington[4]	45	45	45	—	—	—
West Virginia	63	63	63	240	240	0
Wisconsin	850	850	850	50	50	50
Wyoming	100	100	100	—	—	—
American Samoa	—	—	—	5	5	5
Guam	40	40	40	—	—	—
Trust Territories	7	7	7	23	23	23
Virgin Islands	80	80	80	30	30	30
Bur. of Indian Affairs	34	34	34	58	55	55
Total	16,666	16,447	16,972	16,168	13,540	12,217

NOTES TO TABLE D-5.1

SOURCE: Table 5, State Annual Program Plans for FY 1978. A dash generally indicates that the data were not available to the States.

1. Idaho reported a combined count of special class teachers and resource room teachers. The count is shown in the special class teachers column; a dash is placed in the resource room teachers column.

2. Maine reported a combined count of special class teachers, resource room teachers, and itinerant/consulting teachers. The count is shown in the resource room teachers column. The data for special class teachers/teacher aides reflect only the count for teacher aides.

3. Nebraska reported a combined count of resource room teachers and itinerant/consulting teachers.

4. Washington reported a combined count for parents of handicapped children and volunteers.

TABLE D-6.1
State Grant Awards Under P.L. 94-142, Fiscal Years 1977-79

State	FY 1977 Allocation (Hold Harmless)[1]	FY 1978 Formula-Based Allocation[2]	FY 1979 Allocation (Actual)[3]
Alabama	$3,365,542	$3,776,498	$9,199,597
Alaska	490,567	393,236	1,141,091
Arizona	1,921,124	2,537,384	6,318,460
Arkansas	1,829,462	1,767,542	4,821,148
California	18,609,066	23,333,515	49,893,306
Colorado	2,335,174	2,845,535	6,464,413
Connecticut	2,763,013	3,922,276	9,036,317
Delaware	622,204	778,246	1,899,113
Florida	6,380,764	7,978,528	18,586,203
Georgia	4,618,356	5,926,761	13,159,542
Hawaii	836,262	644,986	1,588,630
Idaho	781,714	895,985	2,630,753
Illinois	10,221,515	14,912,002	33,570,710
Indiana	5,010,905	5,839,638	12,344,388
Iowa	2,634,753	3,293,313	6,020,418
Kansas	2,060,933	2,561,060	5,220,452
Kentucky	3,098,951	3,890,946	8,853,680
Louisiana	3,775,472	5,860,310	12,809,566
Maine	960,286	1,430,099	3,093,590
Maryland	3,835,476	5,108,386	13,020,301
Massachusetts	5,212,919	8,442,257	19,103,830
Michigan	8,817,578	10,074,857	22,185,712
Minnesota	3,758,157	4,935,284	11,381,563
Mississippi	2,317,010	1,976,910	4,836,602
Missouri	4,267,874	6,398,215	13,544,797
Montana	735,291	578,928	1,553,351
Nebraska	1,398,141	1,770,296	4,192,534
Nevada	599,425	590,587	1,585,508
New Hampshire	760,460	620,451	1,410,832
New Jersey	6,457,792	9,837,092	22,185,088
New Mexico[4]	1,128,789	1,034,574	2,515,083
New York	15,738,278	15,782,022	33,590,847
North Carolina	4,992,790	6,519,459	14,280,965
North Dakota	671,532	606,002	1,353,231
Ohio	10,057,668	11,052,816	25,431,188
Oklahoma	2,354,020	2,848,682	7,528,703
Oregon	1,975,798	2,343,180	5,070,752
Pennsylvania	10,378,532	13,806,578	26,303,162
Rhode Island	843,286	1,046,913	2,044,598
South Carolina	2,710,586	4,967,615	10,768,402
South Dakota	698,770	657,504	1,314,050
Tennessee	3,707,002	5,812,671	14,768,309
Texas	11,265,148	15,522,153	41,631,558
Utah	1,213,009	2,057,060	5,485,978
Vermont	539,113	292,093	844,501
Virginia	4,561,746	5,296,653	12,178,610
Washington	3,201,385	4,867,187	7,518,556
West Virginia	1,567,670	2,078,304	4,509,105
Wisconsin	4,348,328	3,868,986	8,772,508
Wyoming	470,988	394,345	1,162,321
District of Columbia	668,848	440,065	668,848
Puerto Rico	2,899,064	677,552	2,899,064
American Samoa	180,508	228,455	456,910
Bureau of Indian Affairs	1,951,207	2,493,437	5,582,918
Guam	501,668	634,920	1,269,839
Trust Territories	578,813	732,554	1,297,586
Virgin Islands	319,268	404,071	808,142
Northern Marianas	—	—	167,523
Total	$200,000,000	$249,386,974	$563,874,752

NOTES TO TABLE D-6.1

1. The FY 1977 allocations to each State are the hold-harmless levels. No State receives less than this amount in subsequent years.

2. The formula-based allocation for each of the 50 States, District of Columbia and Puerto Rico under P.L. 94-142 in FY 1978 was 0.05 multiplied by $1,430 multiplied by the State's average FY 1978 child count. Since the formula-based allocations for several States in FY 1978 were less than their FY 1977 allocations, the hold-harmless provision applied; the States received the same amounts they received in FY 1977 (shown in the first column). For FY 1978 only, the count of children with specific learning disabilities was limited to 2 percent of the State's 5-17 year old population. the actual FY 1978 allocations for the 50 States are shown in Table D-6.2. The allocations for the outlying territories and the Bureau of Indian Affairs are determined separately under the other provisions of the Act.

3. For FY 1979, the P.L. 94-142 allocations to each of the 50 States, District of Columbia and Puerto Rico was based on the formula 0.10 multiplied by $1,561 multiplied by the State's FY 1979 child count. Since the formula-based allocations for District of Columbia and Puerto Rico were less than their allocations in FY 1977, the allocations to these jurisdictions were held harmless at the FY 1977 level.

4. Amount reserved pending final submission and acceptance of State Plan.

TABLE D-6.2

Contributions of Part B Funds Relative to State Funds for Education of Handicapped Children

State	State Special Education Revenue FY 76	FY 1978 Allocation (Actual)	Combined	Fed. Contribution as a Percent of Combined
Alabama	$34,630,000	$ 3,776,498	$38,406,498	10%
Alaska	12,137,000	490,567	12,627,567	4
Arizona	20,500,000	2,537,384	23,037,384	11
Arkansas	8,959,000	1,829,462	10,788,462	17
California	230,658,900	23,333,515	253,992,415	9
Colorado	24,600,000	2,845,535	27,445,535	10
Connecticut	60,280,000	3,922,276	64,202,276	6
Delaware	19,900,000	778,246	20,678,246	4
Florida	137,000,000	7,978,528	144,978,528	6
Georgia	62,064,000	5,926,761	67,990,761	9
Hawaii	9,227,000	836,262	10,063,262	8
Idaho	11,623,000	895,985	12,518,985	7
Illinois	135,950,000	14,912,002	150,862,002	9
Indiana	22,010,000	5,839,638	27,849,638	21
Iowa	38,650,100	3,293,313	41,943,413	8
Kansas	12,108,000	2,561,060	14,669,060	18
Kentucky	32,436,000	3,890,946	36,326,946	11
Louisiana	44,474,500	5,860,310	50,334,810	12
Maine	5,500,000	1,430,099	6,930,099	21
Maryland	53,653,000	5,108,386	58,761,386	9
Massachusetts	132,900,000	8,442,257	141,342,257	6
Michigan	123,800,000	10,074,857	133,874,857	8
Minnesota	38,500,000	4,935,284	43,435,284	11
Mississippi	11,108,700	2,317,010	13,425,710	17
Missouri	32,304,000	6,398,215	38,702,215	17
Montana	19,200,500	735,291	19,935,791	4
Nebraska	12,336,800	1,770,296	14,107,096	13
Nevada	8,096,000	599,425	8,695,425	7
New Hampshire	1,570,000	760,460	2,330,460	33
New Jersey	67,710,000	9,837,092	77,547,092	13
New Mexico	15,442,000	1,128,789	16,570,789	7
New York	227,241,700	15,782,022	243,023,722	7
North Carolina	47,000,000	6,519,459	53,519,459	12
North Dakota	3,500,000	671,532	4,171,532	16
Ohio	121,438,600	11,052,816	132,491,416	8
Oklahoma	9,365,000	2,848,682	12,213,682	23
Oregon	6,266,000	2,343,180	8,609,180	27
Pennsylvania	180,000,000	13,806,578	193,806,578	7
Rhode Island	17,500,000	1,046,913	18,546,913	6
South Carolina	31,845,600	4,967,615	36,813,215	14
South Dakota	850,000	698,770	1,548,770	45
Tennessee	38,498,000	5,812,671	44,310,671	13
Texas	209,885,000	15,522,153	225,407,153	7
Utah	19,215,000	2,057,060	21,272,060	10
Vermont	3,549,000	539,113	4,088,113	13
Virginia	25,990,400	5,296,653	31,287,053	17
Washington	38,400,000	4,867,187	43,267,187	13
West Virginia	4,168,100	2,078,304	6,246,404	33
Wisconsin	48,833,700	4,348,328	53,182,028	8
Wyoming	5,080,400	470,988	5,551,388	9
Total	$2,477,955,000	$245,775,773	$2,723,730,773	9%

NOTES TO TABLE D-6.2

SOURCE: W. Wilkin and D. Porter, *State Aid for Special Education: Who Benefits?* National Foundation for the Improvement of Education: Washington, D.C., October 1976.